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ABSTRACT

Proceedings of a conference on improving and universalizing education in 11 Asian countries are reported. Participating countries included Afghanistan, India, Indonesia, the Republic of Korea, Malaysia, Nepal, Pakistan, the Philippines, Singapore, Sri Lanka, and Thailand. It was found that the concept of universal education varies from country to country. Generally, however, goals include offering instruction in the national language at lower levels of education, correcting existing disparities in access to education, and creating alternative modes to education. Participants discussed structures to link formal and nonformal educational activities: area vocational centers, school equivalency programs, community secondary schools, adult education centers, correspondence courses, and skills training for students to earn while learning. Problems encountered in executing programs involve shortage of funding, training of personnel, inadequate curriculum materials, and difficulty in integrating mass media programs with school programs. Recommendations by participants for improving current practices include: developing methods for training manpower resources needed for nonformal education; establishing projects to promote the status of nonformal education; using religious institutions, their staff, parents, and the community in educating children; and establishing linkages between general and vocational education programs. A list of participants is included. (KC)

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APEID
ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

UNIVERSALIZING EDUCATION

Linking Formal and Non-formal Programmes

Technical Working Group Meeting
Bangkok, 2-14 October 1978

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INTRODUCTION

Background

The provision of relevant educational opportunities for the mass of people, both children and adults, who have had little or no access to such opportunities, has been a major concern of all countries participating in the Asian Programme of Educational Innovation for Development (APEID). This concern may be seen in the attempts of these countries to reform their educational systems and to seek for new ways to provide broader educational opportunities for the people. The attempts are being made in both formal and non-formal education programmes. Moreover, there is a growing trend to link formal education to the non-formal programmes and vice versa. Such linkages have been designed to prepare early school leavers, as well as out-of-school children, to re-enter the formal stream of education and to meet the needs of special groups through new institutional arrangements.

In accordance with the recommendations of the Fifth Regional Consultation Meeting on APEID (21-30 March 1978, Bangkok), the Asian Centre of Educational Innovation for Development (ACEID) organized this Technical Working Group Meeting on Alternative Structures Linking Formal and Non-formal Education with Special Emphasis on Universalization of Education in Bangkok, from 2 to 14 October 1978.

Terms of Reference

The following were the terms of reference of the Meeting:

1. To review experiences of participants' countries and other relevant experiences in developing alternative structures, methods and techniques linking formal and non-formal education with a view to facilitating universalization of education;

2. To prepare guidelines for designing and reviewing programmes based on their synthesis of experience in item (1) above; and

3. To develop draft national plans based on the prepared guidelines with a view to providing access to education with emphasis on disadvantaged groups of the population.

Participation

Fourteen participants from eleven countries, one each from Afghanistan, India, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Philippines, and two each from Singapore, Sri Lanka and Thailand, attended the Meeting. In addition, five staff members of Unesco Regional Office for Education in Asia and Oceania and one Unesco consultant from the Asia-Pacific Institute for Broadcasting Development (AIBD), Malaysia, also participated in the Meeting. The Specialist in Non-formal Education from SEAMES was also present at the Meeting.

Methods and Proceedings

The Meeting comprised three main types of activities, namely, sharing of experiences in the plenary sessions; working in small groups to synthesize experiences; and working individually to prepare draft reviews of existing projects or elements of new projects. In all cases, the activities were conducted in an informal manner.

After welcoming the participants, the Chief of ACEID briefly informed the Meeting about APEID and its activities, emphasizing exchange of experiences and mutual co-operation among Member States as basic principles of APEID's programmes. He also explained the purpose of the Meeting and expressed his hope that participants would not repeat outcomes of previous meetings but should point to new ideas, approaches and strategies.

Following the address of the Chief of ACEID, the Meeting elected Dr. Ekavidya Na Thalang (Thailand) and Dr. Prem Kumar Kasaju (Nepal) as Chairman and Alternate Chairman of the Meeting, respectively. Mr. Andrew Ng Lian Timn (Singapore) and Mr. Widada Boedjowirjono (Indonesia) were elected as Vice Chairmen. Three Rapporteurs were also elected, namely, Mr. V.V. George (Malaysia),

Mrs. Adarsh Khanna (India) and Dr. Antonio V. Tanchuan (Philippines). Dr. Thamrong Buasri, Specialist in Curriculum Development (ACEID), acted as Secretary of the Meeting.

After consideration of the agenda and the schedule of work, the participants shared their countries' experiences and other relevant experiences on concepts, structures, programmes, strategies, methods and problems relating to universalization of education. The projects reported were as follows:

Country	Project
1. Democratic Republic of Afghanistan	Alternative Structures Linking Formal and Non-formal Education
2. India	Report on two Projects - a) Primary Education Curriculum Renewal, and b) Developmental Activities in Community Education
3. Indonesia	The Pamong System
4. Republic of Korea	Development of Air and Correspondence Education in Korea
5. Malaysia	The Educational Media Service with reference to Educational TV and Radio.
6. Nepal	Education for Rural Transformation: Experiences and Implications of Lahachok Project.
7. Pakistan	Mosque Schools Linked with Community Centres
8. Philippines	The In-School Off-School Approach to Optimum Use of Community Resources: A Case Study
9. Singapore	Basic Primary Course and Junior Trainee Scheme
10. Sri Lanka	Issues Involved in Designing, Developing and Operating Alternative Structures Linking Formal and Non-formal Education in Sri Lanka

Country	Project
11. Thailand	Alternative Approaches Linking Formal and Non-Formal Education: Experiences of Thailand

Following the presentation of country reports, the participants examined and reviewed reports of other Meetings on universalization of education and alternative structures linking formal and non-formal education. This activity was followed by small group work and plenary sessions to synthesize all experiences which had been shared.

After the synthesis of experiences, guidelines for designing and renewing programmes were developed. These guidelines were used by the participants in the preparation of their draft review of existing projects or elements of new projects. At the final stage of making recommendations, the participants re-examined the main guidelines to test their applicability in their own national context.

At the concluding session of the Meeting, on 14 October 1978, the Draft Report of the Meeting was considered and adopted with modifications as suggested by the participants. Following the adoption of the draft report, the Chief of ACEID expressed his gratitude to the participants and the Member States for their full support and participation in the Meeting. Several participants expressed their appreciation for the congenial atmosphere provided by Unesco Regional Office for Education in Asia and Oceania during the Meeting. Before the Meeting was formally closed, the Alternate Chairman, Dr. Prem Kumar Kasaju, thanked all the participants and staff of Unesco Regional Office for Education in Asia and Oceania for their active participation and co-operation in making the Meeting a success.

CHAPTER I

HIGHLIGHTS OF COUNTRY EXPERIENCES

During the initial phase of the Meeting, the participants shared their country experiences on alternative structures relating to universalization of education. This was done through presentations and discussions of the reports on projects in the participating countries prepared by each participant before he/she came to the Meeting. The presentations made were as follows:

Name of participant	Project	Country
1. Mr. Shah Aqa	Alternative Structure, Linking Formal and Non-formal Education	Democratic Republic of Afghanistan
2. Mrs. Adarsh Khanna	Report on two Projects - a) Primary Education Curriculum Renewal and b) Developmental activities in Community Education	India
3. Mr. Widada Boedjowirjono	The Pamong System	Indonesia
4. Mr. Young Soo Rhee	Development of Air and Correspondence Education in Korea	Republic of Korea
5. Mr. V.V. George	The Educational Media Service with reference to Educational TV and Radio	Malaysia
6. Dr. Prem Kumar Kasaju	Education for Rural Transformation: Experiences and Implications of Lahachok Project	Nepal
7. Mr. Mohammad Rafiq Khan	Mosque Schools Linked with Community Centre	Pakistan

Name of participant	Project	Country
8. Dr. Antonio V. Tanchuan	Four years of the In-School Off-School Approach (IS-OSA): A Case Study	Philippines
9. Mr. Andrew Ng Lian Timn Mr. Teo Mah Seng	Basic Primary Course and Junior Trainee Scheme	Singapore
10. Mr. M.L. Jinadasa Mr. R. Wijedasa	Issues Involved in Designing, Developing and Operating Alternative Structure Linking Formal and Non-formal Education in Sri Lanka	Democratic Socialist Republic of Sri Lanka
11. Dr. Ekavidya Na Thalang Dr. Chantavit Chaemchaeng	Alternative Approaches Linking Formal and Non-formal Education: Experiences of Thailand	Thailand

The presentation of each of the above reports was followed by discussion on the key issues reaised. The participants then summarized their reports, highlighting the salient aspects of their experiences. These are presented by countries as follows:

DEMOCRATIC REPUBLIC OF AFGHANISTAN

Free primary education and universal adult education

In Afghanistan there is a very high illiteracy rate. Taking the age group of 15-45 which constitutes about 41 per cent of the total population, illiteracy rates for urban and rural population may be summarized as follows:

	Urban(%)	Rural(%)
Male	70	90
Female	90	99

Although universalization of education in a broad sense should be regarded as providing equal access to education for all people at all levels, the main emphasis at present is to wipe out illiteracy from the country in the shortest time possible.

To achieve the above objective, the government of of the Democratic Republic of Afghanistan, after the 7th of Saur Revolution launched a mass education programme as part of the country's development programmes. The plan aims to make seven to eight million men and women in the age-group 15-45 literate in the course of two Five-Year Plans beginning from 1979-1980.

Two alternative structures have been envisaged to attain the proposed universalization of education: (i) universal and compulsory and free primary education to all children of school-age; and (ii) universal adult education (non-formal) to eradicate illiteracy.

For effective implementation of the mass education programme, the National Agency for the Campaign Against Illiteracy (NACAI), Ministry of Education, has been entrusted with the responsibility of designing, development and implementation of the programme.

One of the problems which has seriously affected the new plan of universalization of education is the negative role of the previous educational reform. The educational reform of the Daud Regime which was a cultural colonialization in nature, left a very negative imprint on the generalization of formal and non-formal education. Based on the assumption that a number of school students did not complete primary education and that those who were graduates did not have the necessary qualifications to be of any service, the measure was to cut down the number of schools and to discourage pupils from furthering their education. This reactionary measure made the illiteracy situation even worse than before, including the development of positive attitude of the adults toward acquiring education for themselves.

The size of the population to be made literate and the quality of education to be provided are two major problems which require skillful planning and innovative strategies.

So far, the following steps have been initiated within five months after the 7th of Saur Revolution.

1. Primary education

a) Several hundred new school buildings have been put up in the past few months;

b) Over 4,000 high school graduates who were unemployed have been mobilized to extend primary education facilities to more children;

c) Currently, Directors of Education (of 26 provinces) are conferring in the national Capital on ways and means of solving the education problems inherited from the past, of "creating a Khalqi education" and of "scientific ways for the expansion and development of education".

2. Adult education

a) A High Council has been constituted to bring high-level policy determining representatives of the Party and key Ministries to plan, guide and co-ordinate the mass campaign against illiteracy and to mobilize resources;

b) The NACAI and its field structures have been re-structured and streamlined to meet the demands of the new Campaign;

c) Field operation and field contacts have been intensified to create awareness among the people and to mobilize resources. The People's Army has been actively participating in this phase. Many new classes have been opened and over 25,000 new learners enrolled;

d) An inter-ministerial group is currently designing new Basic Literacy materials functionally related to the new needs of the nation;

e) Elements of the First 5-Year Plan (1979-1983) have been worked out in order to estimate the human and material resources that will need to be mobilized to reach the objective of achieving 100 per cent literacy in the age-group 15-45 in the span of two 5-Year Plans. This is currently being examined to determine feasibility, strategy, methods and approaches;

f) The first step of motivation campaign has been initiated in the form of brochures, posters, film shows, discussions, radio talks, etc. using all available forums.

INDIA

Alternative structure linking formal and non-formal education

The Constitution of Inida provides for free and compulsory education for all children till they reach the age of 14 years. The total number of additional children who will have to be enrolled during the five year period from 1977-1978 to 1982-1983 will be 32 million or 6.4 million per year as against an average additional enrolment of 2.6 million a year during the last four years in order to achieve 100 per cent universalization of elementary education (age-group 6-14).

Out of every 100 children that enter class I, only about 40 complete class V and only about 25 complete class VIII. Therefore the challenge of the programme of universalization is not mere enrolment but to ensure that children attend the schools and that they continue to remain in the schools till they reach the age of 14 years or complete the elementary stage.

The new motto of the Policy of Universalization of Elementary Education is that every child shall continue to learn in the age group 6-14, on a full time basis, if possible, and on a part-time basis, if necessary. In other words, there is no drop-out, and if necessary, a child changes his channel of education from full-time to part-time according to his needs or convenience. Simultaneously a massive programme of adult education is being launched. These two programmes will strengthen and support each other.

The important relevant features of the environment for purposes of developing effective alternative structures are:

1. The country has a vast area with a population of about 600 million people. About eighty per cent of the people live in rural areas. There are about 500,000 villages;
2. The country is multi-lingual with great variations in socio-economic and geographical environments;
3. Majority of the out-of-school children to be covered by the Programme of Universalization.

of Elementary Education are in the rural areas, hill areas, tribal areas and urban slums. The tribal and hill areas are generally sparsely settled. People are poor. Majority of the out-of-school children have to work in or outside the family and are therefore compelled to drop-out on the ground that they cannot attend on a whole-time basis;

4. A large majority of the non-enrolled children are girls. The main reasons of non-attendance of girls are:

   a) From a very early age girls begin to look after the younger brothers and sisters and household work to relieve their parents;

   b) In many communities parents do not like to send them to co-educational schools;

   c) Community is not convinced of having the same type of education for boys and girls;

   d) Cultural constraints and traditions are also responsible for not educating the girls;

   e) There is mass illiteracy among adults in the rural areas; and

   f) Adequate number of competent teachers are not available for rural areas. The qualified women teachers specially do not like to take up teaching jobs in villages.

The following alternative structures are being attempted to provide universal education and link formal and non-formal education:

1. Provision of universal elementary education

This is done by providing more primary (I-V classes) and middle (VI-VIII classes) schools under the formal system within easy walking distance from the home of every child.

2. Part-time non-formal schools through two years condense course for the age-group 9-11 based on the curriculum of the formal school for classes I-V.

This alternative has been successfully tried out in one of the states of India (Madhya Pradesh). In this scheme, components of the formal system, i.e. the aims,

objectives, curriculum and evaluation have been retained but the curriculum is reorganized and condensed into 18 units. The school hours, teaching methods, building requirements and admission rules have been rendered simpler and more flexible. Non-formal centres are organized so as to be convenient to learners. The child can learn and yet simultaneously earn his living or help parents in their jobs. After passing the primary certificate examination of class V held at district level, the child can enter the formal school in class VI.

3. Primary curriculum renewal to make it relevant to the needs and environment of the disadvantaged groups

A pilot project has been taken up by the National Council of Educational Research and Training, New Delhi, in 450 primary schools in 15 states of the country (30 schools in each state). All these schools are meant for the disadvantaged groups and are located in poor rural areas, tribal areas, hill areas and urban slums. The first objective of the project is to develop innovative curricula which can meet the educational needs of such children. The longer term objective is to increase the meaningfulness of existing primary education through gradual infusion into the elementary school curriculum of innovative ideas tested in the experimental education programmes. Thus the project helps the programme of expansion of educational facilities to be accompanied by a qualitative adjustment of the curriculum to the life-style of the child and to the socio-economic opportunities likely to be available.

The project is limited to primary stage of the school (classes I-V). It includes renewal of the total curriculum. New materials and methods are being tried out in classes I-III in the academic year 1978-1979. The first cycle of the phased development of new materials up to class V will be completed by June 1980. The useful experiences being gained through the project have already started feeding into formal system to make it more relevant and meaningful.

4. Pilot project on developmental activities in community education and participation

The specific objectives of the project are to develop and test new types of educational activities as feasible means of meeting the minimum educational needs of

large groups that are currently, partially or totally deprived of any form of education. This approach is based on the premise that children's education to be meaningful has to proceed concurrently with gradual changes and modifications of their socio-economic environment. This can be achieved through education and stimulation of the community at large, which implies that the educational needs of pre-school and out-of-school children, drop-outs and others are effectively and efficiently met. A second premise is that by consolidating educational services for these groups, particularly in blocks covered by the Integrated Child Development Services Programme, the reinforcing of the other services can be maximized.

A related objective is to test whether by removing the dichotomy between schools and community, the former can extend its assistance to the latter so that the school may become a catalyst for social change in other sectors of the community.

Fifteen states are participating in the project. Two communities have been selected in each of the states. The two communities are the ones in which the project on Primary Curriculum Renewal is also going on.

These two projects have provided a very useful experience in the field of developing meaningful curricula and methods through the involvement of the people who are responsible for the actual execution of the programme at various levels. They have also demonstrated the effective linkages between the formal and non-formal systems as being complementary to each other.

5. Development of need-based model instructional materials for the age group 9+ to 14+

The Government has given this responsibility to NCERT and the various Departments are developing the model materials in different subjects for the guidance of the states.

In the first phase of the work, NCERT at the national level in collaboration with the states, have started developing curriculum framework and model learning packages by involving the states and Regional Colleges of Education (which are under NCERT and are at four different regions). These learning packages include component of nutrition, health and hygiene, agriculture, community resources, etc.

Regional variations in the instructional materials have been taken up by State Institute of Education/State Institute of Science Education/State Council of Educational Research and Training (SIEs/SISEs/SCERTs), teacher training colleges and schools.

Different types of instructional packages for children of age-group 9+ to 14+ (non-formal), which include rural boys and girls, tribal boys and girls, urban slums boys and girls have been identified.

NCERT is in the process of setting up centres of continuing education in all the districts of the country (360 in number). Any variation in the curriculum due to change in the environment will be taken care of by these centres by involving local Agriculture, Health, Social Welfare and Education Department, etc.

6. Setting up of the decentralized curriculum centres

India is a big country with 500,000 villages located under varying socio-economic, cultural and geographical conditions. In order to develop the need-based curriculum and instructional materials for different places, decentralized curriculum development centres are going to be established from the national to the state to district and to block levels.

7. Establishment of State Institute of Education (SIE) and State Council of Educational Research and Training (SCERT)

These two institutions were set up in the states to develop curriculum, syllabus, instructional materials and to train teacher educators and teachers for the elementary stage of the formal school system. These institutions will now be involved in activities for the non-formal programmes.

8. Use of teacher training schools

There are 1,300 teacher training schools in India; these institutions are being equipped. It is proposed that these institutions will also be utilized to train field-level instructors of non-formal programmes. These instructors will be selected from among teachers of formal schools and/or unemployed youth. In this way, it is envisaged that ultimately all the teacher training schools will develop into

decentralized curriculum development and training centres for non-formal education also.

9. Development of reading materials for children

It is also planned to develop reading materials for children who would be covered under the programme of universalization of elementary education, but who may not pursue further education in the formal structures. The programme is intended to help to avoid lapse into illiteracy.

To manage and administer the above structures, provisions have been made for both the formal and other alternative systems:

a) Formal system

Each state has its own Directorate of Education which has its headquarters in the state capital. In the field, the Director of education is assisted by a network of inspectors and supervisory staff. The State Institute of Education (SIE) plays an important role in the development and improvement of curriculum and instructional materials, dissemination of new ideas and in-service education of teachers. A network of primary teachers training institutions helps in the training of teachers for primary schools.

b) Other alternative structures

Two year condensed course:

i) Planning and administration of this scheme rests with the Director of Public Administration;

ii) Training academic guidance and supervision are assigned to the State Institute of Education (SIE);

iii) Non-formal education cells have been set up in the State Institute of Education and in the Office of Divisional Superintendent of Education;

iv) The district centres are under the control of the district education offices;

v) The centres in basic training institute are under the control of the principals;

vi) The supervision of the centres under the jurisdiction of Government Colleges of Education is done by the colleges.

c) Projects relating to primary education curriculum renewal and developmental activities in community education and participantion

The projects are being monitored by the National Council of Educational Research and Training (NCERT), New Delhi at the national level and State Institute of Education (SIE)/State Council of Educational Research and Training (SCERT) at the state level. To assist the SIEs/ SCERTs in the close supervision of project schools, three teacher training institutes have been selected in each of the 15 participating states. Each teacher training institute (TTI) is responsible for the training of teachers and supervisors connected with ten project schools selected in its neighbourhood.

The new curriculum plan and instructional materials are being developed through the involvement of the teachers of the project schools; staff of the TTIs and other experts from the state under the supervision of the SIE/SCERT. To make the curriculum meaningful and need-based, a detailed survey of the project schools and the communities in which these schools are located has been conducted through the involvement of the teachers and the staff of TTIs. Based on the survey data, the existing state syllabi, instructional materials and the national approach papers developed by NCERT, the state teams tried to develop curriculum plans and instructional materials relevant to the needs of the children and communities on the one hand, and in line with the national goals of education on the other hand. It has been felt that in primary school classes, the teaching-learning strategy to be adopted in the classroom has to be based on the concrete experiences of the child and the environment in which he/she lives. The guides developed for the teachers therefore play an important part in helping the teacdher to utilize the local environment for the effective education of the children. Evaluation strategies have been built into the programme at each level. The teachers and the staff of the TTIs and SIEs and all other agencies involved in the programme are con-

tinuously evaluating each of their activities and the materials being developed or used in the project.

An elaborate programme of training of persons who are involved in the projects at various levels is an important component of the programme. A three-type training strategy has been developed. The National Council of Educational Research and Training at the national level organizes training programmes for key persons from the SIE/SCERT. It also provides learning opportunities through mutual exchange of experience in the regional and national meets. Opportunities for learning from one another's experiences are also being provided through organization of the visits of teams from one state to the other. At the state level, the SIE/SCERT organizes a series of training programmes for the instructors from the teacher training institutes; headmasters/teachers/instructors of the project schools; and supervisory staff associated with the schools. At the district level, each teacher training institute organizes training and orientation programmes for the teachers of the project schools and community workers. It also closely supervises the programme in action.

The officers of the UNICEF Regional Office for South Central Asia, Delhi as well as zonal offices in India participate in the planning meeting at the headquarters and also supervise the programme in the field.

The Unesco Regional Office, Bangkok, has been participating in the programme through its staff missions from time to time. The mission reports serve as very useful periodic evaluation of the projects and have also provided guidance to the teams working at the national and state levels.

The co-operation of various departments such as Agriculture, Community Development, Industries, Health and Family Welfare and Voluntary organizations has been sought in making the programme effective.

INDONESIA

The Pamong Primary School System

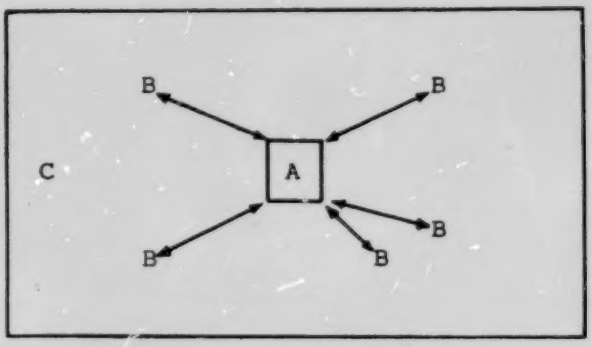
One important policy in Indonesia relating to universalization of education is to provide education to all children at the primary level (age 7 to 14). Although various efforts have been made in order to achieve the objective such as the increase of new classrooms, the recruitment of a large number of new teachers and the production and distribution of free textbooks, at least 2.5 million children are still deprived of the access to primary education.

It is not an easy task for a country like Indonesia which consists of about 3,000 islands and population of 135 million, with varying cultures and local dialects, and with about 80 per cent being in rural areas, to give its people equal access to education. However, to provide primary education for children, the Government of Indonesia has launched two parallel programmes: (i) the primary formal education programme; and (ii) the Pamong non-formal education programme. The Pamong system which has been experimented since 1974 aims to provide opportunity for deprived children who, for various reasons, are unable to attend the regular formal schools. It is an experiment which can also be conceived as one of the ways to link formal and non-formal education.

The concept behind the Pamong system could be summarized as follows: (i) the clientele of Pamong system are all children of primary school age in the village; (ii) the dominant delivery system is self-instruction module based on the existing curriculum; (iii) the primary school is used as the centre for administration, professional resources as well as the centre for the whole educational activities in the community; and (iv) the community is considered as the life resource for the system, where learning posts will be established as satellite of the respective primary schools and skilled personnel in the community will be used to assist in the basic skills training.

Based on the above concept, the Pamong system structure could be illustrated in the chart below:

School centred and community based:



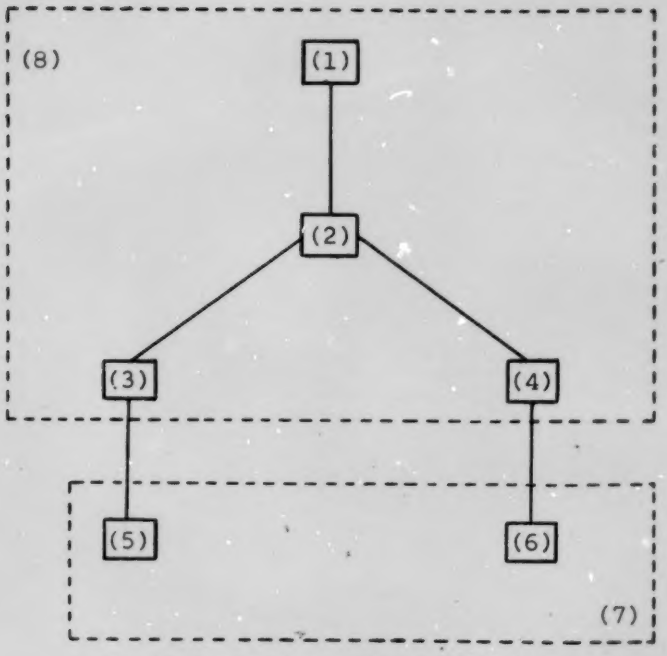
A = school (as centre)
B = learning posts (as satellite)
C = village/community

Administratively the local department of education in the community is responsible for supervising the project. There are instructional supervisors of the formal school and the non-formal school who assist in the teaching-learning activities of the children.

In the actual implementation of the project, the village will first be identified. This is followed by discussions with the community leaders to identify the deprived school children. The next step is to select one or two schools as the centre for managing the project and also learning posts in the community to act as satellite of the respective primary schools. These learning posts may be an ordinary house, a village office or any building available in the community.

In the formal school, two teachers will be assigned for instructional responsibility, one for grade 1 and 2 and the other one for grade 3,4,5 and 6. One additional teacher will be enlisted to assist in the administrative work. For the deprived children studying at the learning posts, the rest of the teachers will take care of them. The following chart shows the local administrative structure:

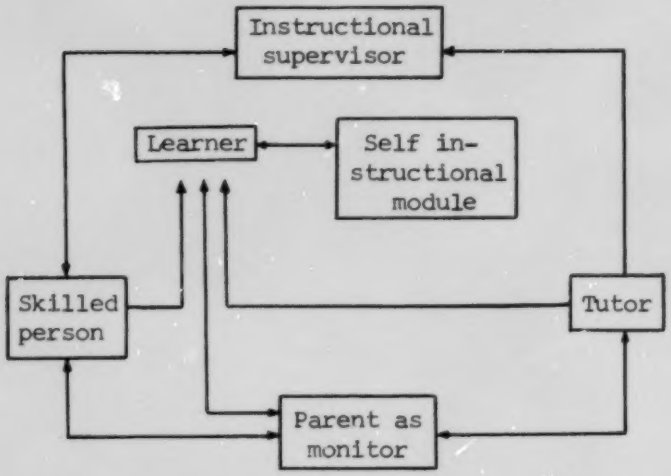
Administrative structure:



1. Local Department of Education (as supervisor)
2. School
3. Instructional Supervisor of in-school pupil
4. Instructional Supervisor of out-of-school children
5. In-school pupils
6. Out-of-school children
7. Clientele of Primary System
8. Implementing Unit

The learning process as it is being used in the Pamong system aims at utilizing all available local resources - instructors, parents and skilled persons; and focus on the use of self instruction materials. This is illustrated in the following chart:

Learning process structure:



Other special features relating to the instruction of the deprived children studying at the learning post is that the learning time is flexible depending on the time and opportunities the children have. Furthermore, if a child has to stop his studies at any time, he may do so without being considered a drop-out and may come back to assume his studies again any time he wishes.

The Pamong Primary School System as described above is now being experimented in Alastuwo, Kebak village (Solo) and Mas (bali). There are other projects in Malang (East Java) and in Central Kalimantan. The latter project is used in the experimentation of small school scheme to serve remote villages. Several problems faced by the planning and implementation of the project include:

a) How to prepare manpower resources effectively?

b) How to prepare effective education administration system that meets experimental requirements as well as the requirement of routine mechanism?

c) What system should be used to analyse the cost of an on-going experiment?

d) How to develop a manual that provides clear information on who is doing what and how it should be done?

e) How to develop effective motivation system that creates a situation where community and school feel they need each other and make them mutually supportive?

REPUBLIC OF KOREA

Air and Correspondence High School

Based on the experience of correspondence education, the universalization of education refers to the provision and expansion of basic and various educational opportunities in different levels of education for the mass of people. But due to economic reasons, cultural disadvantages and lack of educational facilities, a large number of youth and adults are unable to enjoy equal privileges provided by the government. Therefore, the universalization of education is the pursuit of equality of educational opportunities and means of realizing democratization of education.

In the context of the Korean situation, the air and correspondence education means "open education" in its broad sense.

As an attempt to provide high school education to a large population, a new educational system called "the Air and Correspondence High School" (ACHS) was introduced in Rep. of Korea in March 1974.

At present, 40 existing regular high schools have been chosen to implement correspondence education programmes. These schools function not only as regular high schools but also as the high schools of the air and correspondence. This alternative structure of the correspondence education utilizes the school facilities and school teachers and provides a linkage between formal and non-formal education programmes. Besides the correspondence education at high school and junior college levels, evening classes and other vocational training programmes are offered as non-formal education programmes.

The evening classes based on the curriculum of formal school provide educational opportunities for people who dropped out and had no access to elementary and secondary school.

The vocational and technical training programmes are implemented by different agencies for youngsters who have finished elementary, secondary schools and even colleges.

In spite of a rapid growth in the number of schools at all levels, approximately 30 per cent of youngsters of high-school age cannot be accommodated in the regular high schools in Korea. This implies that 150,000 middle school graduates each year cannot be admitted to high schools. According to the 1975 census report of the Government, there were nearly two million people between 15 and 34 years of age who completed middle school only.

In order to meet the objective of the ACHS in providing secondary education to the youth who are unable to receive high school education after middle school due to financial reasons, legal restrictions and cultural disadvantages, the following procedures and practices have been adopted:

a) Curriculum: same as regular high school (academic high school or liberal high school);

b) Educational duration: 3-6 years;

c) Instruction methods:

   i) instruction by radio programme;

   ii) schooling by attending regular high school on every other Sunday;

   iii) self-study by textbooks (semi-programmed).

d) Evaluation Methods:

   i) intermediate examination: 30 per cent by school teacher;

   ii) terminal examination: 50 per cent by KEDI;

   iii) home assignments and reports: 10 per cent by school teacher;

   iv) attendance record checking on schooling: 10 per cent by school teacher.

e) Government support: total budget: six hundred million Won annually (1977) (1.2 million US$);

f) Student expenses:

   i) tuition fee: 15,000-30,000 Won/year;

   ii) textbooks: 3,000-5,000 Won/semester.

The ACHS programmes are operated under close co-ordination of the Ministry of Education, Korean Educa-

tional Development Institute, regional boards of education, and individual high schools.

The Ministry of Education is responsible for basic policy-making pertaining to the schools, curriculum development, approval of the establishment of schools, approval of textbooks, supervision and financial supports.

The regional board of education is responsible for direct supervision of schools and initiates the establishment of the ACHS from the existing public high schools. It is also responsible for selecting and allocating the students to each school and supports KEDI in the training of teachers and other matters concerning the operation of the programme.

KEDI provides textbooks, radio programmes, test materials for joint evaluation, and teacher training materials. It also establishes a co-ordinating channel among KEDI, Ministry of Education, regional boards of education, and schools. KEDI is expected to collect various data to guide the Ministry of Education on the air and correspondence instruction policy.

Each ACHS is responsible for conducting classroom teaching evaluation, maintenance of student records and student counselling.

Specific problems and needs manifested in the administration of the ACHS are as follow:

1. About schools and students

   a) Unequal opportunity to education caused by location of the school;
   b) Destitution of social recognition on the ACHS (lack of understanding of employers/inadequate provision of vocational stability/insufficiency of public relation activities);
   c) Increase of drop-outs in the course of studying due to the lack of basic academic competency and financial overload. (approximately 30 per cent drop-outs in the school year of 1975).

2. About radio transmission

   a) Inappropriateness of time and radio channels for broadcasting lecture.

Several evaluation techniques have been used in evaluating the effectiveness of the programme.

a) Field survey;

b) Achievement test;

c) Content analysis; and

d) Conference.

There has been a growing social demand for the extension of the present curriculum of liberal arts high school toward vocational and technical education in co-operation with the technical training centres of other agencies and vocational high schools. Under this circumstance it is envisaged that in future, KEDI may give attention and emphasis to vocational and technical education via the ACHS programmes. It seems to be a service needed for students to prepare themselves for future employment.

It may be said that the future prospect of correspondence education in the Republic of Korea is good and promising. Correspondence education should soon be no longer one of the non-traditional or non-formal educational practices but should be fully integrated into the formal educational system.

MALAYSIA

The Educational Media Service in Malaysia with reference to educational TV and radio

In Malaysia, universalization of education, at present, is regarded as the provision of nine years of education for all pupils who want it, and the expansion of upper secondary education especially for the lower income groups, rural and disadvantaged groups.

The existing system of education provides six years of free primary education for all children between the ages of 6+ to 11+. This is followed by an additional three years of comprehensive education at the lower secondary level, making a total of nine years of universal education. At the end of the ninth year of schooling, pupils sit for the Lower Certificate of Education (LCE) and move on further

for two years of either academic or vocational education. At the end of five years of secondary schooling, pupils sit for the Malaysian Certificate of Education (MCE) and proceed further for two years of post-secondary schooling before proceeding to the universities.

Since Independence in 1957, striking progress has been made in all levels of education. The enrolment ratio of the school age population is 94 per cent at primary level, 76.6 per cent at lower secondary level, and 36.8 per cent at the upper secondary level. The Third Malaysian Plan (1976-1980) calls for further expansion in education especially at the secondary levels and for the lower income groups and regions.

Against the background of presures in education such as high rate of expansion of enrolments, curricular inadequacies and shortage of teachers, various projects and schemes have been introduced by the Ministry of Education. One such alternative system or structure introduced in 1972 was the Educational Media Service (EMS) Project; in particular, the introduction of an educational television for schools and its integration with the on-going schools radio service and audio-visual and service.

The main objectives of the EMS are as follows:

a) Strengthening the national education system by reducing imbalances and improving educational opportunities in rural schools which are handicapped for lack of qualified staff and equipment;

b) Improving the quality of education by demonstrating good teaching methods and providing additional audio-visual materials and assisting in curricular reforms through speedy and effective delivery;

c) Improving survival rates at all levels by motivating pupils through interesting programme materials using developed audio-visual techniques and enabling teachers to devote more time to individual attention in large classes;

d) Assisting in the teaching of subject areas, where trained teachers are in short supply e.g. Science, Mathematics and Technical and Vocational subjects;

e) Promoting civic consciousness and national unity through civic programmes at both the primary and secondary levels and through use of Bahasa Malaysia following the phased introduction of Bahasa Malaysia in English language medium schools;

f) Disseminating information of educational interest to parents and keeping teachers up-to-date on curricular innovations and practices; and

g) Assisting in teacher training programmes, both pre-service and in-service, through employment of new media techniques.

The EMS was set up as a Division of the Ministry of Education. It consists of three sections, namely, an Educational TV Section, Educational Radio Section and Audio-Visual Aids Section, with a common administrative unit consisting of a Utilization and Evaluation Unit, and a Printing Unit.

In addition to the professional, administrative and technical staff at the HQs, the EMS has also a supervisor at each of the 11 states in Peninsular Malaysia and a small EMS-type unit in Sabah and Sarawak.

The EMS plans and produces educational TV and educational radio programmes for schools. The programme telecasts include science, mathematics Bahasa Malaysia, English language, basic commerce, civics, history and a special series for teachers and parents. The Educational Radio Service coverage consists mainly of the humanities such as languages, geography, history and music. Educational TV has over 30 series at present and radio over 64 series for pupils from Standard 1 in primary up to Form VI at the post-secondary levels.

The programmes are broadcast over the national TV and radio networks from 7.40 a.m. up to 5.00 p.m. for four days a week. To ensure that schools receive the programmes, 5,500 TV sets, 2,500 petrol-driven generators (for schools without electricity) and 2,000 radio cassette recorders (an additional 5,000 for peninsular Malaysia to be supplied soon) have been supplied to schools by the Ministry of Education. In-service courses have been and are still being conducted for teachers at local levels for proper utilization of the media programmes. Time-tables and

teachers guides are sent out to schools in advance on a regular basis.

The EMS serves all the 6,334 primary and 941 secondary schools in the country. The target school population is about 2.7 million pupils, covering all areas of the country. The Service also covers pupils not in school, adults, as well as the teachers.

The EMS was set up to help correct the urban-rural imbalance in educational opportunities, assist in curricular reforms, motivate pupils, promote national unity through civics and national language programmes and assist in the training of specialists and teachers.

The EMS of the Ministry of Education works in close co-operation with the Department of Broadcasting and the Department of Telecoms. The EMS provides all the software, the Broadcasting Department provides the studios and all technical facilities, and the Telecoms Department handles transmission of the ETV programmes.

In the preparation of the software materials and programmes, the EMS works closely with the National Curriculum Development Centre, the Federal Inspectorate of Schools, the Teacher Training Division, practising teachers and outside agencies and institutions. For its training needs, it works with the Ministry of Information and Educational Technology Unit of the University Sains Malaysia.

At the ground level, state EMS supervisors visit school regularly and conduct courses for teachers. Producers and EMS staff at HQs level visit schools for personal interaction with actual users, i.e. teachers and pupils.

Evaluation of a formative type has been conducted since the project was established in 1972. In addition, annual surveys on utilization is carried out. The response so far has been encouraging especially at the primary levels and in rural schools (about 60 per cent). The utilization at the secondary level is inadequate (about 30 per cent).

A summative type of evaluation has been initiated in the form of a pre- and post-test type of evaluation and it so far shows learning gains. An in-depth study of the project has not been done yet but is being planned for in the future. Schemes for improved utilization, such as

special one-day workshops for headmasters promotional campaigns, increased visitation to schools, etc. are being planned for and undertaken.

In addition to assistance to pupils in the formal school system, the EMS especially its educational TV and educational radio services, has assisted pupils and adults outside the school system. Numerous inquiries and requests from such groups for teacher guides, time tables etc. are received continually at the Educational Media Service headquarters.

Some of the major problems and difficulties encountered so far are listed below:-

a) Problem of time-tabling;

b) Problem of fitting programmes into teachers' work;

c) Shortage of TV sets in big schools;

d) Shortage of staff at field level;

e) Negative attitude of headmasters and teachers;

f) Shortage of good scripts and script-writers;

g) Poor reception in certain areas;

h) Shortage of air time; and

i) Shortage of funds for teachers guides and school visits by staff.

Some of the ways to solve the above problems are as follows:

a) More promotional contacts with the users;

b) Study of the use of audio-cassettes and video-cassette recorders especially for secondary schools;

c) Increase of staff at state levels;

d) Organization of script-writing courses; and

e) Purchase of the teachers guides by schools.

NEPAL

Education for rural transformation: experiences and implications of Lahachok Project

Education has received an important priority in the development scheme of Nepal. The immediate goal has been to provide at least a basic level of education to the largest number of people within as short a span of time as possible.

In Nepal, the introduction of the National Education System Plan (NESP) in 1970 marked a distinct watershed in its educational history. The Plan represented, in a concrete form, the aspirations of the people and the needs of the country. It aimed at providing educational opportunities on an egalitarian basis to all sections of the people in the country.

The areas of emphasis towards universalization of education in Nepal in its present context may be enumerated in the following major headings:

1. Primary education

The attempt here is to make primary education facilities available throughout the length and breadth of the Kingdom so that the first level of education is accessible to all children relevant to that age-group. With a view to ensuring maximum participation of children from different economic groups, education at the primary level has been made free. Also, provisions have been made whereby children in 25 remote districts in the mountainous areas, receive free textbooks and educational materials. In view of low enrolment of girls, especially in the remote areas, special schemes have been put into action whereby local girls are trained to become teachers. To encourage more girls to go to school, textbooks and educational materials are given free to them all over the country. There are also provisions for additional assistance and support to children who come from socio-economically backward and disadvantaged groups.

2. Adult and non-formal education

In adult education area, Nepal has placed a great deal of emphasis on the functional side along with its emphasis on literacy. It is being seen as a viable and

effective instrument for development and change especially in the rural areas and since development in the rural areas means all of what people need in terms of growing in the farm areas and meeting their closet personal needs such as health, hygiene and sanitation, major emphasis is being placed on these areas along with emphasis on their acquisition of skills in the three R's. The approach and methodology being applied in these programmes are quite non-formal in the sense that they are designed in consonance with the felt needs of participants with adequate flexibility given to time, venue and methods of teaching-learning at each adult education centre. So far, these programmes have been conducted on a limited pilot scale and a great deal of experience has been acquired. A large-scale programme involving 40 districts is now in the offing. Also, plans are underway to formulate a detailed programme for the next fiscal year which will encompass between 600 to 900 thousand adults. Activities of students who are assigned to the different villages from the university under the National Development Service Scheme will be dovetailed with the scheme.

3. Training for the job

Plans are underway to develop a programme for students who, for academic and socio-economic reasons, cannot benefit from or afford to go into general or quasi-vocational areas. This programme is contemplated to come into effect this year. Intake of students will be mainly from lower secondary and secondary schools. Emphasis on this programme will constitute as much as 90 per cent of the total time on-the-job at locations where development projects are in operation and that students would be able to earn while they learn their related skills. Provisions are also made to ensure job placement upon completion of training. These training programmes are conceived to be of two to three years' duration.

Objectives of the Lahachok Project

In view of the broad objectives of NESP and its emphasis on universalization of education, there was a need for linking education to rural development programmes. Accordingly, an action-research project was undertaken with one village community as the core area under the auspices of the National Education Committee. The purpose of this project was to develop innovative methods of formal and

non-formal education programmes which would be relevant to the needs and realities of rural communities. This project which is presently of an experimental nature is expected to demonstrate its viability for wider adoption.

The objectives of the project may be stated as follows:

a) To develop educational and vocational programmes which have direct relevance to the needs of communities that are being served;

b) To mobilize the local people through the medium of the school which plays the central role in developing education-oriented programmes which will encourage the members of the community to participate in and benefit from the programmes;

c) To develop an environment whereby indigenous resources are used for the educational and developmental activities of the community;

d) To develop innovative and effective methods for the upgrading of teachers, supervisors and personnel related to development tasks in the village communities.

On the basis of the findings of the background study made in the first phase of the project, priorities were worked out. Programmes were developed to narrow the time-old gap lying between the school as a parasitical market place and the community as a reluctant buyer. The main focus was placed on linking the activities of the school to community needs and to its overall development efforts. Local leaders, parents, the school committee members and teachers were mobilized to take active roles in the development and implementation of various programmes. The school became the beehive of local activities and community programmes. Major programmes which went into operation included the following:

1. Community service centre

Various activities were conducted as an integral part of community development service sponsored jointly by students, teachers and community members. The school has played a pivotal role all along in connexion with the overall development of the community.

2. Health education services

The school teachers and students took the role of disseminating basic health rules among the villagers. Stress was laid on the practical application of knowledge about health and sanitation in the day-to-day life of the students and members of the community.

3. Literacy programme for unschooled children

Provision was made for youngsters who could not attend school during regular hours, to attend the school programme either in the morning or in the evening, just for a few hours when they would learn reading and writing and some locally useful skills as mat-making, bamboo-work etc.

4. Functional adult education

In view of the low percentage of literacy among adult women, education programmes were conducted for women in the evening. Programmes for them were designed in such a way as to combine the development of necessary attitudes and skills with personal hygiene and housekeeping. Also, literacy classes were conducted for men and women in general.

5. Non-formal agriculture programme

In view of the deficiencies observed in the Lahachok community in the area of farming, a joint project between the local panchayat and the school was undertaken. The school was made the centre for discussions, demonstration and dissemination so far as popularizing the improved techniques of agriculture and farming was concerned and the local panchayat succeeded in inducing a selected group of farmers to participate in the programmes. The basic mission of this project was to make known pertinent farming information and skills by actually linking their activities with the work of the participating villagers.

The core village selected for this experimental action research project was Lahachok near Pokhara. Lahachok is a village panchayat in Kaski district which is 204 kilometres west of Kathmandu, the capital of Nepal. The project staff undertook an intensive study of the socio-economic, cultural and educational status of the village.

The total population of the village was 2,718 in 1975. At the time the background study was made male and female literacy rates were 49.7 per cent and 6.79 per cent respectively. There was a lower secondary school (1-7th grade) with an enrolment of 175 pupils. In other words, a total of 14.93 per cent of school-going age children of the panchayat were found studying in the school at that time. Among them, 12.79 per cent were boys and 2.14 per cent were girls. The economy of the panchayat is largely based on agriculture. People here are mostly engaged in agricultural products, livestock and some cottage industry products. The village is approximately 15 kilometres from Pokhara.

This project was designed to make the local school the centre of all development activities in the particular community. Under this project, the School Sahayog Samiti (School Assistance Board) played the pioneering role in all aspects of development plans and programmes for rural transformation in the community. The School Sahayog Samiti mobilized teachers, students, other government officials and local leaders to take part in the common development task.

Though this project was the brain-child of the Centre for Educational Research, Innovation and Development (CERID), it did not give the impression to the people that it was an alien thing to them or it was being imposed on them. They looked upon it as their own creation and it soon became a part and parcel of their total life activity. They found it vitally linked up with their own survival and their future prospects. The success of the project is attributable to effective leadership given by the school and to the active participation coming from the local people. So far as financial input was concerned, it was minimal.

Substantial improvement in various spheres of life in the village as a result of the effective implementation of the total project could be cited. According to the modus operandi of this project, the school occupied the central position for initiating and co-ordinating various kinds of well-structured community development activities. Gradually the local community started gaining confidence and becoming self-reliant. Thus the project got established as a viable one. So the Centre is gradually taking a role that allows the community to take care of the project by itself, with occasional advice from the Centre.

Upon review of the Lahachok project experiment, the Ministry of Education has taken a decision to run similar projects in four other areas, one in each of the four development regions of Nepal. The projects will be implemented along with some essential modifications in the light of experiences gained from Lahachok. While implementing these projects, attempts will be made to raise the academic standard of the school and to promote its functional as well as pioneering role in the total development of the local village.

The Ministry of Education is considering plans to set up a model school in each of 75 districts of Nepal within this Five-Year Plan Period (1976-1980). The aims of the proposed model schools, which may be of primary or lower secondary or secondary levels, have been developed in consonance with the philosophy and objectives of the Lahachok project. In essence, these model schools will aim at:

a) Making the school a major change agent for rural transformation;

b) Using the school as a community centre for the dissemination of new ideas and methods;

c) Mobilizing the local people's participation in their own welfare programmes.

The Lahachok-type project will be dovetailed with the model school programme in all the districts during the present five year plan.

This policy of tying in the Lahachok-type rural development project with the model school programme will help to streamline and channelise all efforts towards rural transformation in a well-co-ordinated manner which will result in the consolidation and the speeding up of the process of development in the local community.

PAKISTAN

Mosque schools linked with community centres

The New Education Policy (1972-1980) which was implemented during 1972-1973 focused on Universalization of Education of Primary Education (C1-5). According to the Policy, 92 per cent of boys of primary school age group (5+ to 10+) will be enrolled in the schools by 1983 and almost the same percentage of girls will be in the schools by 1987. However, it has been found that while primary age population has risen from 920,000 during 1949-1950 to 4,900,000 during 1974-1975, which means an increase of over 500 per cent in number, the percentages of enrolled children of the relevant age population in the respective years were 17 per cent and 49 per cent. The reason that the enrolment increased by less than 30 per cent during the period under reference was due to the enormous increase in population. The figures reveal that 51 per cent of children of primary-age population are still away from the schools.

A configuration of educational structure in Pakistan is given below:

Classification	Stage	Class	Normal age	Award
Elementary	Primary	1-5	5^+ to 10^+	
	Middle	6-8	11^+ to 13^+	
Secondary	Secondary	9 and 10	14^+ and 15^+	matriculation
	Higher Secondary	11 and 12	16^+ and 17^+	intermediate
College	First degree	13 and 14	18^+ and 19^+	Baccalaureate (pass)
	Honours degree	15	19^+	Baccalaureate (Honours)

The duration of post-secondary education varies in the technical and professional fields. For example, a polytechnique diploma course is of three years' duration after matriculation, a Bachelor Degree in Medicine requires five years study after intermediate and so is the case in some other courses. An additional two years after the Bachelor Degree are required to complete a masters degree and another two years or more time is needed for Ph.D.

To achieve the stipulated targets of universalization of education, other alternative structures for expansion were considered by the Government of Pkaistan, and "Mosque Schools" project was found to be more economical, viable and meaningful. More synthesis of the project is underway and minor details are being calculated to execute it in the near future. The main objectives and advantages of this project are as under:

a) To provide free education to all by opening primary schools in the mosques;

b) To establish schools easily accessible to small children;

c) To provide formal education through non-formal techniques;

d) To remove inequalities found in the rural and urban areas;

e) To acquaint the children with environmental knowledge to enable them to play an effective role as a citizen in the State activities;

f) To motivate the people of underdeveloped areas to send their children to school by acquiring the services of religious teachers;

g) To encourage the active participation of the community linked with the mosque in supervision of their children; and

h) To promote literacy in speaking, reading and arithmetic.

It is envisaged that the following advantages would be gained from the project:

a) It is a promising step to provide formal education by adoption of non-formal ways to stimulate the parents to send their children to mosque schools;

b) A very feasible and economical project which can be taken in hand by spending very little on it.

c) The mosques building can be used between morning and afternoon prayers which is the school time, hence there is no problem of accommodation;

d) Provides greater co-ordination between parents and teachers as the parents of the students frequently come to mosques for prayers. This would also eliminate the truancy due to the continuous supervision of the parents;

e) Curricula for these schools would be the same as in formal schools and a trained teacher would rear the students with the assistance of local MAULVI/KHATIB (Religious teacher). These schools would provide a chance to enter the main stream of education which is not possible in religious schools.

The rate of illiteracy is too high in the tribal areas and underdeveloped rural areas. So, to extend maximum facilities of primary education to these areas, a number of mosques will be selected on the basis of thorough survey, keeping in view the population and catchment area, besides other factors generally considered for planning a school. Priority would be given to those mosques where traditional schools of religious education are functioning. All such religious schools and other selected mosques will be provided with necessary staff as mentioned above.

The trained teacher will teach formal subjects whereas the religious teacher will assist him in imparting religious instructions to students.

Since almost all the students of nearby areas come to the mosque for religious education, he can better persuade the children for entry in the mosque school. The religious teacher will also influence the people of the locality for getting their children in the mosque school.

To attain proper management and effective administration, these schools will function under the control and supervision of Provincial Education Departments and will be financed by the Provincial Governments, as other formal schools.

Several problems can be expected in implementing the project. There may be the problem of providing equal access to education to non-muslim children, a problem which need to be solved.

PHILIPPINES

The In-School Off-School Approach to Optimum use of Community Resources: a case study

Universalization of education means the provision of a complete and adequate system of education for all citizens. The new constitution aims to maintain a free public elementary education (Grades I-VI) and, in areas where finances permit, establish and maintain a system of free public education at least upto secondary level. Likewise, the state shall provide citizenship and vocational training to adult citizens and out-of-school youth, and create and maintain scholarships for poor and deserving students.

To accomplish this goal, the government has to establish more schools and employ more teachers and provide more funds to insure the type and quality of education to meet the needs of a fast increasing population. The problem, therefore, is to bring down the cost and at the same time bring up the standard of elementary education through the optimum use of community resources. To provide enough funds, to build more schools and hire more teachers is, however, not feasible.

Generally the traditional structure of elementary education (Grade I-VI) requires children, age 7 through 12, to come to the public schools morning and afternoon. Each class in each grade level is composed of about 40 pupils in one grade under one teacher using the same classroom. The curriculum includes more academically-oriented subjects and mostly the instruction will be done in the classroom. Teaching and learning is child-centred.

In the alternative structure, 80 or more pupils are assigned to each teacher. Forty pupils (Group A) report to the teacher for in-school or formal instruction for one week while the other 40 pupils (Group B) undertake off-school work. The following week, Group B reports for in-school instruction while Group A does off-school work. Throughout the year, this alternate in-school off-school pattern is adopted.

The "in-school" portion includes all educational activities that are undertaken in the school as in the formal structure within the framework of institutionalized

practices. The "off-school" part involves those educational activities acquired from community resources - human, material, institutional and cultural - those that are reinstitutionalized and thus non-formal. The approach is partly non-formal and partly formal since all non-formal activities of learners in the home or community are contiguous with in-school learning. The non-formal activities complements and supplements the formal structure.

In implementing the project under new structure, the following strategies have been adopted.

a) In-school

When children enter school, they go through a series of evaluative activities to determine at what level to start in the different subject areas of the curriculum. During the first week of school, pupils are trained in the independent use of self-learning materials. The focus of instruction is in sharpening the learners' tools for learning to learn. They are trained to become effective independent learners. Pupils learn in the ordinary classroom structure. Emphasis is on reading, writing, speaking, listening, computational and process skills. Mastery learning strategies are employed. Slow learners are given remediation while fast learners are given materials for enrichment.

b) Off-school

During off-school hours, there is individualized learning through self-learning materials. Mastery learning strategies are also employed. Pupils are grouped. Fast learners tutor slow learners. There is self-pacing. Each learner is allowed to work at a rate, style and level suited to his capacities and learning ability. When a child passes the first test, he is given the next self-learning kit (SLK); if he fails, he has to be given remediation and has to take and study the same SLK during off-school hours. The off-school pupils learn to interview and observe people in relation to the subject matter found in the self-learning material. Pupils are encouraged to do apprentice work with community workers. This approach provides community-based learning, harnessing all appropriate resources available in the community.

Community resources include human, material, institutional and cultural resources. Human resources are individuals and groups that may be able to assist the school in educating the young. They may serve as resource person or trainers or teaching aids. They include workers who are experts in their lines, e.g. a very successful farmer and a proficient handloom weaver, parents and other individuals who volunteer for tutorial work, professionals, civic, religious and youth leaders, and even foreigners in the community who may be useful sources of information about their countries. Material resources include buildings, parks and playgrounds, landmarks, machinery, mobile resource centres, newspapers and other publications, implements and other artifacts that may serve as educational objects or laboratories. Institutional resources include organizations, associations, corporations or bodies which are established for specific purposes or goals, like churches, clubs and associations. Cultural resources include everything that enriches the culture of the people of a community like libraries, museum, moviehouses, glee clubs, dance troops, reading centres, exhibits and monuments.

This experiment is undertaken by the Ministry of Education and culture. In this particular case study, the Division Superintendent of Schools is the project cordinator. He is assisted by the subject area supervisors and the SLK (Self-Learning Kits) writing teams. The writing teams were chosen from among the teachers in the five subject areas - English, Filipino, Science, Mathematics, and Social Studies. Each project area writing team had, in addition, an illustrator and a typist, with the subject area Division Supervisor as consultant.

The project study takes into consideration the increasing number of pupils enrolling in the public schools, the low salaries of teachers and shortage of classrooms.

Traditionally, Filipinos place a high value on formal schooling and hold the view that the dispensing of education is primarily the responsibility of the school. The Filipinos' general concept of the educated man is of one who has undergone the grinds of formal schooling and has a diploma or certificate to show for it. The prevalence of this attitude constitutes a major barrier to the restructuring of education. For instance, the adaptation of a non-school model of education would be totally unacceptable to most Filipinos.

The following problems have been identified in connexion with the IS-OSA project:

a) Handling an IS-OSA class made new demands on the teacher who has to re-orient herself to the school for which her college training did not prepare for her, to deal with a larger population of pupils.

Solution:- This can be solved by in-service training of teachers and strengthen the pre-service education by introducing the concept, principles and techniques of the in-school off-school approach in teacher training institutions.

b) The self-learning kits are the key factors in the effectivity of the off-school learning activities and being such, should be of the highest quality. The SLK's have to be revised almost annually. The SLK's have to be adopted to local conditions which vary from locality to locality in different environments.

Solution: The teachers should be trained how to construct the SLK's. Each district or school, whenever feasible, should have a mimeographing machine. Studies should be conducted on which printing material is more economical.

c) The general public attitudes which equates education with schooling have yet to be overcome, if the IS-OSA scheme has to be implemented on a wider basis to cover other areas.

Solution: Conduct meetings and conferences with parents, laymen and people of the community where the project is launched.

d) A strong feature of the approach is the constant evaluation of pupil progress. This aspect alone may prove exhausting on the part of the teacher. The guidance services of most schools have not yet been upgraded to cope with this function.

Solution: Assign a trained guidance counsellor in each complete elementary school. Continue conducting in-service training of teachers.

e) At the intorductory stage, because of the expenses incurred in the production of SLK's, the IS-OSA scheme appears to be more expensive than the traditional programmes.

Solution: Conduct another study as the second phase of the Programme. The final cost of the project has to be analysed to solve the following: (i) taking all cost factors into account, does the IS-OSA scheme cost significantly less than the traditional system; and (ii) can more learners be accommodated in the IS-OSA scheme than the traditional system with the same cost.

The In-School-Off-School Approach is an innovative strategy of delivering basic education that is designed to cut down costs and at the same time bring up standards. It is a convenient structure for bridging the gap between the school and the community. It is considered a realistic and practical approach to mass education, considering the recurring inadequacies of formal institutions, the availability of indigenous resources for non-formal learning, the needs of society and the development goals of the nation. It is the happy medium between the traditional classroom and the "no-school" concept.

The scheme has come about due to population increase, inadequate school facilities, shortage of teachers, demand for higher salaries by school personnel, rising costs of education, and decreasing faith in the formal school system as a means of gaining life-long education.

Under the IS-OSA scheme, one-half of the class (50 to 80 pupils) attend sessions in-school for one week, while the other half stay off-school, learning by themselves with the help of self-learning kits. The two groups exchange shifts alternately the whole year. SLK's are "musts" in the IS-OSA scheme. The SLK learner takes a pre-test to determine his level and a post-test to measure his achievement.

Effectively implemented, the IS-OSA, with its emphasis on the development of learn-how-to-learn skills, offers the promise of laying the foundation for a life-long education for the coming generation.

SINGAPORE

Basic Primary Course and Junior Trainee Scheme

It is generally agreed that everyone in society, children and adults, should have access to education. 'Universalization of education' evokes different meanings or connotations in different countries. In the Singapore context, universalization of primary education has been implemented.

Alternative structures which are currently in use are:

1. General primary education in Singapore

The aim of education in Singapore is to develop to the fullest extent the potentialities of the individual as well as to ensure the collective welfare of the society. Secondly, it aims to instil a love of freedom, truth and justice, respect for fundamental human rights, acceptance of the democratic way of life, and appreciation of recial and religious tolerance. Thirdly, it seeks to inculcate good habits, right attitudes and acceptable social and moral values in its citizens. Last, but not least, it attempts to provide the knowledge, skills and expertise necessary for the economic development of Singapore.

Education is provided in the four official languages of Malay, Chinese, Tamil and English for all regardless of race, language, religious, sex and socio-economic background. Parents have the prerogative in the choice of the language of instruction for their children. The study of a second language, chosen from one of the official languages, is compulsory.

The Government provides free education for children of Singapore citizens from the age of 6 to 14. Other forms of assistance for both primary and secondary school pupils include bursaries, remission of school fees, loan of text-books, free spectacles, study loans and scholarships.

Bilingualism has been the policy and all efforts are aimed at building a cohesive multi-racial society and forging an integrated national identity. In view of the emphasis on the provision of quality education, the system has been modernized and revised to ensure fuller development of the school population.

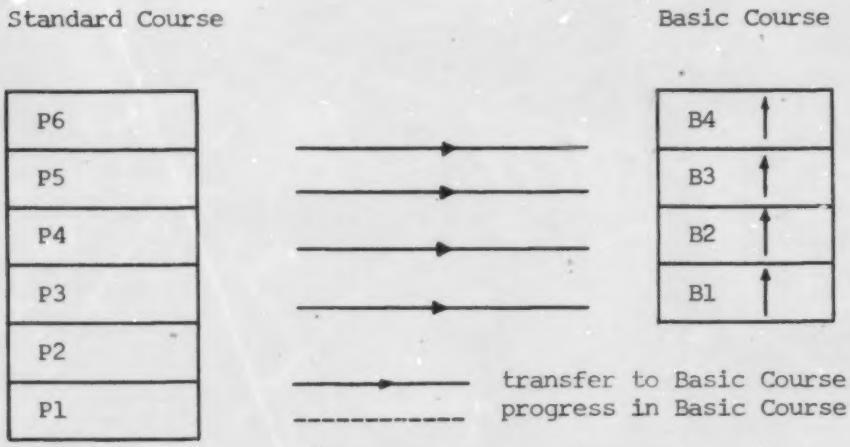
2. Basic course in the Revised Primary Education System (RPES)

The objective of the Basic Course is to provide an educational opportunity for those academically less inclined pupils who are unable to benefit from the Standard Course.

The Basic Course is designed for those pupils who have been identified as unlikely to pass the grade at Primary School Leaving Examination (PSLE). Normally, pupils who fail a third time after having been retained twice previously will be transferred into the Basic Course and given a 9th year in the primary school. They will be transferred from the Standard Course to the Basic Course from Primary 3 onwards on the basis of age (i.e. those pupils who are 11+ years of age and who have been in school for at least five years).

Duration: The Basic Course is a four year educational programme (Basic 1 to 4). There is no provision for retention as in the Standard Course. Pupils will progress at their own pace. If they subsequently make very good progress in the Basic Course, they may be considered for transfer back to the Standard Course. The pupil movement from the Standard to the Basic Course is as follows:

Transfer of Pupils to the Basic Course



Medium of instruction: The medium of instruction in the Basic Course will be in each of the four official languages. Since the main objective of the Basic Course is to help the pupil become literate in at least one language, the pupil normally will be transferred into B1-B4 classes according to the language he/she is more competent in.

Curriculum: The curriculum of the Basic Course aims at literacy, numeracy and the inculcation of right attitudes towards work. It has two components. The first component includes one language, basic arithmetic, moral education/civic training, craftwork/handiwork. In B4, the boys will have workshop practice and the girls will receive domestic science instruction. The second component includes physical and health education and music. The pupils will also be taught to understand and speak conversational English. Where possible, pupils in the Basic Course and those in the Standard Course may receive instruction in physical education and music together. This is to allow pupils of both courses to socialize. Other socializing opportunities are provided at school assemblies and in extra-curricular activities.

Assessment: Pupils in the Basic Course will progress at their own pace and will be assessed regularly in language and arithmetic.

Teachers' materials: Qualified and experienced teachers are deployed to teach in the Basic Course. They will follow specially-planned syllabuses and guidelines for arithmetic, language and civics. The prescribed textbooks are published by the Educational Publications Bureau (EPB). Instructional materials such as cassette-tapes, produced by the Singapore Educational Media Service (SEMS), are used in language teaching. The teachers are also provided with guidelines, teaching materials and worksheets for the various subjects. The teachers including domestic science teachers in secondary schools have been put through orientation courses to familiarize themselves with the objectives and methodology of the Basic Course. Refresher courses in craft teaching are also conducted by the Institute of Education to better equip the teachers. Such courses will be conducted on a regular basis to train more teachers.

3. Non-formal education - Junior Training Scheme (JTS)

From the B4 course, when the pupils are about 15 years of age and in their 9th year of education, they would leave the primary school system and be absorbed into the JTS on point of emplacement in employment or on-the-job training and become junior trainees for a period of three years or until they reach the age of 18, whichever is the earlier. The JTS thus gives meaning to the Basic Course as it leads pupils directly into employment.

The objectives of the JTS are:

a) To place B4 pupils in gainful employment or on-the-job training after leaving the primary school system;

b) To provide part-time extension education to enable junior trainees to maintain and consolidate their literacy and numeracy, as well as to inculcate positive social and work attitudes;

To-date, the above objectives have been achieved.

Junior trainees are required to attend a part-time Extension Education Programme administered by the Adult Education Board (AEB) of six hours a week on a one-day release basis. The employer will have to pay the Extension Education Programme a fee of US$3.00 (Singapore) a month per junior trainee to the AEB. The purpose of the Extension Education Programme is to enable junior trainees to consolidate the literacy and numeracy skills they have learnt in the Basic Course, as well as to further inculcate proper work attitudes and social values.

The AEB monitors the junior trainees' attendance in the Extension Education Programme classes very closely and will inform the employer if a junior trainee in his establishment has been absent from class. The employer is entitled to deduct the salary of the junior trainee for the day of absenteeism without valid excuse.

However, junior trainees can be exempted from the Extension Education Programme if similar programmes provided by their employers are approved by the AEB or Industrial Training Board (ITB).

Salaries or wages paid to junior trainees should be commensurate with the tupe and amount of work they are required to put in. Junior trainees are entitled to days of leave and other conditions of service in accordance with the relevant clauses of the Employment Act. The employers are to inform the JTS Unit of termination of employment of junior trainees in their establishments.

Firms which employ junior trainees are given the following incentives:

a) Exemption from payroll tax in respect of the junior trainees employed;

b) Exemption from requirement to reserve places for junior trainees called up for National Service.

The Junior Trainee Scheme Unit (JTS Unit) was set up to implement the JTS. The functions of the JTS Unit are primarily to secure job vacancies for junior trainees and to emplace junior trainees in the jobs available. The JTS Unit depends on close liaison with employers in both the private and public sectors, advertisements in the local press, telephone calls and personal contacts as sources of job vacancies.

A Tripartite Advisory Council (TAC) was established on 23 June 1977 with representatives from the Government, employers and labourers to guide the JTS in its implementation and to ensure that its objectives are achieved.

The Junior Trainee Scheme and the Basic Course were introduced into the system of primary education in 1977 in an attempt to cater for pupils who are unable to cope with the standard primary school course.

With the co-operation of the Adult Education Board (AEB), students who are in the Basic Course 4 in the primary school will be placed in jobs by the Junior Trainee Scheme (JTS) Unit. Upon employment, they will work for 36 hours a week and attend AEB extension education classes on a one-day release basis for six hours a week for a period of three years or until the trainees attain the age of 18, whichever is earlier.

SRI LANKA

Alternative structures linking formal and non-formal education

The education system of Sri Lanka rapidly expanded with the introduction of a series of radical measures. Although these measures have greatly enabled the improvement of education quantitatively and qualitatively, by and large the universalization of education is only a distant goal. Universal primary education within available means and resources was more or less attained and the proportion entering the second and third levels of education increased phenomenally in recent time.

Universalization of education as applied to Sri Lanka would mean a deliberate and conscious attempt made through formulation of policies, institution of administrative procedures, evolution of effective delivery systems, developing suitable curricula and structures to ensure access and equal opportunity to all.

Sri Lanka has established a 6+3+2+2 pattern in her education system. The content of education in the school system now provides for an integrated curriculum at the primary level followed by a common curriculum at the lower secondary level leading to specialization at the upper secondary levels.

Problems

The main problems faced by Sri Lanka's education system are:

a) The high rate of premature leaving;

b) Urban rural imbalance in educational opportunities;

c) The gap between better equipped and the underpriviledged schools;

d) Non-school going population; and

e) Unemployment among the secondary educated youth who enter the labour market annually.

Of the above problems, the most acute is the problem of the educated unemployed. The Non-formal Division of the Ministry of Education has implemented several programmes with the thrust mainly directed with a view to enable school leavers to acquire skills necessary for them to engage in self-employment.

1. Part-time technical course programme

The courses are selected taking into consideration the employment opportunities in the area, availability of raw materials and the possibility in engaging in self-employment.

Courses are designed for a duration of six months and those school leavers who are over 17 years of age are enrolled in programmes. Participants are selected by a committee comprising the Principal, the Circuit Education Officer and the instructor. These classes are conducted two days a week after normal school hours and at least 4 hours a week should be devoted to this purpose.

At the completion of a 6-month period of training, bank loans up to Rs.1000.00 are granted to selected trainees for enabling them to engage in productive employment.

2. Full-time technical education units

The objectives of these units are to train the school leavers and adults mainly for self-employment and in skills required for employment purposes. These courses are of six months duration. Day time courses will cater to the needs of both young school leavers and enemployed adults and evening courses to the employed adults and youth.

3. Adult education centres

Adult Education Centres are opened in each electorate with a view to achieving the following aims:

a) Fostering goodwill and understanding between government officials and the people, whereby strengthening mutual trust and understanding;

b) Explaining to the people the policy of the government and its implementation thereby dispelling misconceptions, and securing their active participation;

c) Fostering correct attitudes among the people; and

d) Enabling the members of the community to understand each other better and to improve their existing skills and acquiring new skills.

4. Week-end English school for adults

The fourth project is the teaching of English to adults. As there is a big demand for a working knowledge of English among the men English speaking to enable them to secure better or new employment either within the country or abroad, a scheme has been inaugurated to set up weekend English schools.

The non-formal Division of the Ministry of Education co-ordinates and supervises the implementation of the programmes. It has utilized the services of the regional offices for effective delivery of these programmes. In the regional office, a co-ordinating officer supervises the programmes.

Part-time training programmes are conducted by the teachers of the school. If teachers with requisite knowledge are not available, the services of skilled instructors are obtained from the community.

Full-time technical units are conducted by an organizing instructor and visiting instructors. These instructors are recruited either from schools or from the community.

The consultative committee selects areas of technical education, recruits suitable instructors, chooses suitable participants, provides necessary buildings and equipment and reviews progress. The Ministry of Education appoints a full-time Adult Education Officer to organize adult education in each electorate. The Adult Education Officer is assisted by: (a) a Management Committee; (b) an Advisory Committee to draw up suitable programmes, to obtain the co-operation of suitable persons and to organize centres; and (c) an Assistance Committee, to select participants and supply the requirement of the centre.

These programmes are implemented in both urban and rural areas. As the problem of educated unemployment in Sri Lanka is very acute, new structures are being patronized by the unemployed youth and adults with

eagerness. The co-operation of field officers of the various departments has enabled the launching of the programmes successfully. It is heartening to note that as the clientele are offered 'a cafeteria of alternatives' to pick, these courses have become the base on which they would try to work out their future employment programmes.

Although the non-formal Division of the Ministry of Education is taking the responsibility in designing, organizing and implementing these programmes, yet their success depends upon the inputs from various other ministries and agencies. This is specially evident in the implementation of the adult education programmes. To co-ordinate the work of several agenices, a Rural Technical Innovation and Adult Education Co-ordinating Centre is to be set up.

The major problems encountered in implementing these programmes are:

1. The paucity of funds to obtain necessary equipment and material for the operation of courses;
2. Non-availability of trained personnel;
3. The reluctance on the part of participants to avail themselves of those opportunities provided, as they consider the programmes do not bring them immediate economic gain;
4. Non-payment of a stipend to public agency personnel for instruction in special programmes.

The following interim measures have been taken to solve the above problems:

1. Utilizing school facilities to the maximum extent;
2. Seeking support from international agencies;
3. Utilizing the services of those who are already trained;
4. Seeking additional financial allocations from the state; and
5. Seeking community support.

Though these programmes are of recent origin, it is possible to recount some guidelines based on actual experiences:

a) The popularity of these programmes show that although the formal system has brought frustrating experience to vast numbers, yet their faith in education has not dimmed. Programmes should be devised to exploit this great fund of faith;

b) Most of the programmes have to depend on the community support for their success. Since co-operation for the achievements of community goals has been a tradition in Sri Lanka, the organization of these programmes should be geared to exploit this trait;

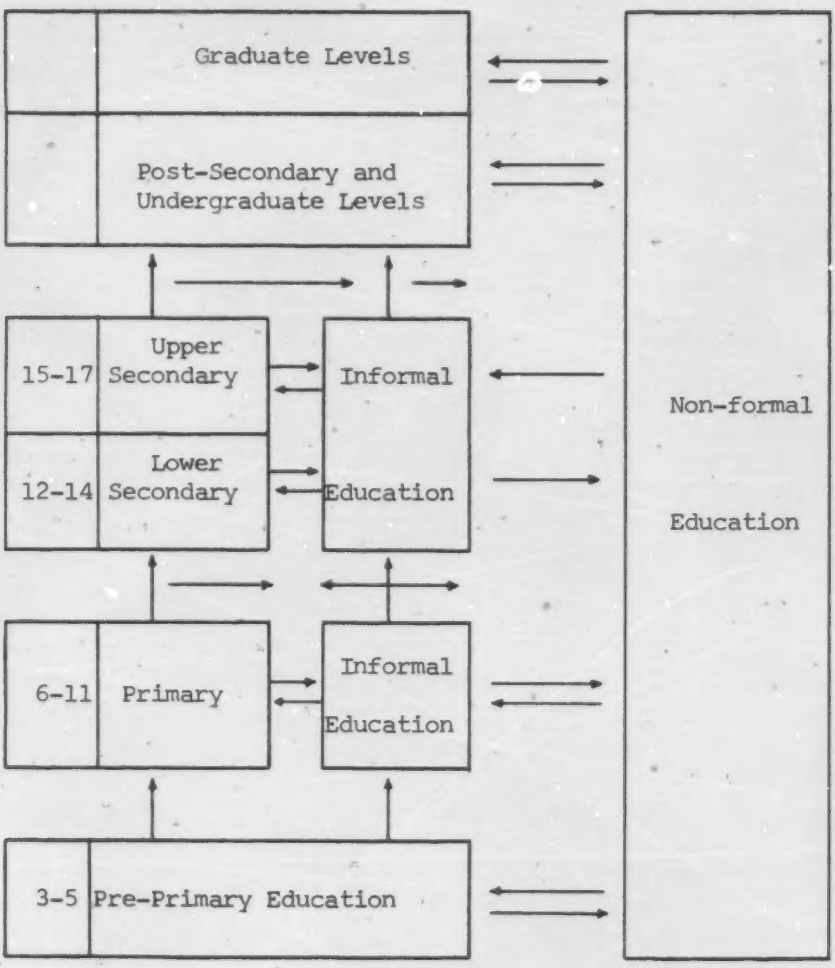
c) Public agencies have readily co-operated in the successful implementation of these programmes. As the school is neutral ground for other agency personnel, inter-agency rivalry is eliminated and are made to put in a co-operative effort in solving community problems.

THAILAND

Alternative approaches linking formal and non-formal education

Thailand has a population of 44.27 millions, of which 9.11 millions youth and 21.90 millions children at the age of 4-14 should be in the educational system. In its attempt to make education universal in Thailand, the government has adopted the policy to expand educational services so as to provide for opportunity of equal access to all groups of people at all levels of education. It has also restructured education in its totality so as to link all sub-systems of education, as illustrated in the chart below:

Educational system*



*As formalized in the National Education Scheme 1977.

A. Structures

In the attempt to achieve universalization of education, two types of education structures are being implemented.

The present formal structure of basic education is 6:3:3 meaning that there are 6 years of primary education, 3 years of lower secondary education and 3 years of upper secondary education. In this structure, educational services focus only on the young generation since there is age requirement which is for the 6 to 8 years old to begin grade 1. The curriculum offers more academically oriented subjects and mostly in classroom environment. Such orientation becomes irrelevant to groups of students who may want or have the need to alternate their education with other social activities or economic pursuits. Therefore, drop-out rate at this point of the formal system is rather high. Students in the formal structure are in a very protective educational environment resulting in a long isolation from the challenges of real life.

The followings are examples of a vast number of programmes presently being carried out in Thailand that may lead to further improvement of the role of formal and non-formal education:

a) Area Vocational Centres (AVC)

This programme is at a planning stage. The centres are intended to provide practical skills training to the people in the community regardless of their socio-economic background. Secondary school students may take courses for credits while other community members may attend other subjects to improve their trades or to develop new skills. Subjects are offered on the requests and needs of the community. Teachers are those trained in Vocational Teachers Colleges or other educational institutions. Other teaching personnel include knowledgeable persons who may be employed on a contractual basis for the duration required to train the particular skills. Methods of instruction may be in a formal manner or learning by-doing, depending on the levels of educational background of each participant. In this way, larger number of people will have access to some kind of education relevant to their needs.

b) Community Secondary School (CSS)

This programme is an example of linkage between formal and non-formal education. It widens experiences of the secondary school students by providing opportunities for them to move out from the confined classroom activities to participate in the common trades or home projects in their own community. These outside-classroom or non-formal activities are supervised by the teachers or paid knowledgeable persons during the duration of each particular project. This will allow interactions between experiences in the school and real life situations. The programme is at its first year of operation.

c) School Equivalency Programme (SEP)

This programme provides opportunity to complete basic education through the National Qualifying Examination for those who could not, for any reason, continue their studies in the school. The examination is conducted on the annual basis and is administered at 3 levels- primary, lower secondary and upper secondary. Any person may take the examination at any period of time in his life-cycle provided that he passes the previous level. Those who plan to take the examination may improve their knowledge through self-instruction, tutoring classes, evening schools, or adult education classes. They may seek basic education certification to expand their job opportunity and/or to gain access to higher education or to return to the formal education stream.

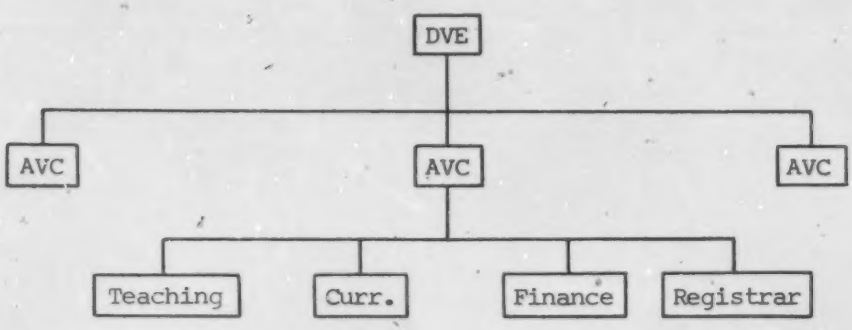
B. Strategies and approaches

The strategies and approaches in the management of the above projects vary according to the nature and objectives of the programmes/projects:

a) Area Vocational Centres (AVC)

This programme is being planned by the Department of Vocational Education (DVE), Ministry of Education. The flow of management

is in the form of a pyramid with the DVE as the planning and policy making unit and the AVC as the implementing unit:



i) AVC will be established at the strategic location of each educational region (covering all 12 educational regions in Thailand);

ii) Administrator of AVC will be designated by the DVE;

iii) AVC is composed of four units: teaching, curricular, finance and registrar;

iv) Teaching staff is composed of vocational teachers of various specialities which will be identified according to the local needs and interests and also the demand of job market;

v) Curriculum will offer training of practical skills relevant to the need and demand of the local job market. The construction of curricular materials is a joint effort of the AVC staff and specialists from DVE.

b) Community Secondary Schools (CSS)

The approach to the CSS programme is to:

i) utilize the existing secondary schools;
ii) utilize the existing teaching staff;
iii) broaden the existing secondary curriculum to also include personality development and work experiences, which may be in a form of home projects or classes at AVC;

iv) allow the individual school to select pertinent topics relevant to the existing resources in the community;

v) provide funding to hire out-of-school resource persons to instruct and supervise students in their home projects on a contractual basis.

c) School Equivalency Programme (SEP)

Each stage of the formal system somehow has its equivalence as shown below, in the non-formal system which is accredited through certification.

Formal	Non-formal
Grade 1-2	Level 1
Grade 3-4	Level 2
Grade 5-7	Level 3
Grade 3-10	Level 4
Grade 11-12	Level 5

This link allows the early leavers and those who never have the opportunity to receive education to acquire general education up to the level that they need and, after completion of level 5, to enter college.

The management of this programme is through the following means:

i) The government allows the private sectors to provide tutoring classes which are usually in the forms of evening schools and weekend schools;

ii) Semi-annual and annual qualifying examination are conducted by the Ministry of Education. The requirement is that the candidates must have certificates to show that they have completed the previous level. The levels of the National Qualifying Examination are: a) Primary certification; b) Lower secondary certification; c) Upper secondary (High School) certification.

Applicant for the National Qualifying Examination at various certification levels can be of any age who feels that he can undertake the examination.

C. Links with other agencies

Interaction with other agencies have been made by the above three institutions:

a) AVC and CSS

i) Regional and provincial agricultural and co-operation offices;

ii) Vocational teachers colleges;

iii) Provincial administration;

iv) Regional and provincial health offices, Ministry of Health;

v) Community committee;

vi) Local large and medium private industry; and

vii) Department of Industrial Promotion.

b) SEP

i) Ministry of Education.

There are several problems relating to the implementation of the above projects.

D. Problems

a) AVC

Since AVC is at the planning stage, there is no information on specific operational problems. One anticipated problem is that services will serve only those who have easily access to means of transportation since each regional AVC is serving approximately 5 provinces.

b) CSS

At its first year of implementation the areas of work experiences to be provided for small communities are very limited.

c) SEP

This programme has been well received as a means for re-entering the formal system and a motivating factor for the completion of basic education, and so far there is no accute problem.

E. Plans for overcoming the problems

The measures which have been used to solve the problems are:

a) AVC

i) Retaining of the existing Mobile Trade Units which provide services in skill training for the needs and interests of the community by moving from one community to the other when the training tasks are satisfactorily done;

ii) Supervision of the units to be provided by AVC to serve those who cannot commute.

b) CSS

i) Developing joint project among 2 or more nearby schools by pooling available resources together in order to provide a wider range of activities for the students.

CHAPTER II

SYNTHESIS OF EXPERIENCES

Following the presentation of the country reports and the study of other relevant documents, the participants attempted to synthesize trends and issues relating to the theme of the Meeting. The synthesis was done under the following headings:

1. Concept of universalization of education;
2. Alternative structures;
3. Methodology and Management of non-formal structures;
4. Environmental factors contributing to development of projects;
5. Problems encountered and strategies used to overcome such problems; and
6. Strategies and methods of evaluation.

1. Concept of universalization of education

The reports of the participating countries indicate that there is a variety of interpretations of the concept of universalization of education. This diversity is reflected in the provision and access to education at the primary/elementary, secondary and tertiary levels. Universalization of education must be seen in the context and needs of the concerned Member Countries.

Education is free for all children in the primary level in all participating countries. In the Democratic Republic of Afghanistan, Pakistan and Sri Lanka, secondary education is also free. At the tertiary level, education is free in the Democratic Republic of Afghanistan and Sri Lanka.

Education is compulsory in India (age 6-14), Philippines (Grades I-IV), Sri Lanka (age 5-14), Thailand (age 6-14), Republic of Korea (age 6-12). Although education is compulsory in the Democratic Republic of Afghanistan, the government is at the moment engaged in considering the age limit in view of the new curricula.

Country profiles

It has been reported that in the Democratic Republic of Afghanistan, education is free for all children. Although it is compulsory, the age limit has not yet been determined by the new government.

The Constitution of India has laid down that free and compulsory education should be provided for all children till they reach the age of 14 years. The present policy of the Government is that every child in the age group 6-14 shall continue to learn on a full-time basis, if possible, and on a part-time basis, if necessary.

In Indonesia, education is free at the primary/ elementary school level. Various efforts and schemes have been undertaken by increasing educational facilities and personnel and by conducting experiments.

In the Republic of Korea, universalization of education refers to the provision and expansion of basic and various educational opportunities in different levels of education for the mass of people. Education is free and compulsory from 6 to 12 years.

In Malaysia, universalization of education is regarded as the provision of nine years (6+ to 14+) of education for all pupils who want it, and the expansion of upper secondary education with special emphasis on the lower income and disadvantaged groups in the rural areas. Education is free at the primary level.

Universalization of education in Nepal means free provision of at least a basic level of primary education to the largest number of people within a short span of time possible. The schools provide educational opportunities on an egalitarian basis to all sections of the people in the country. There are also free provisions for adult non-formal education programmes which are based on the needs of participants.

In Pakistan, universalization of education is focused on elementary education. Education is free at the elementary and secondary levels. It is anticipated that primary (Grade 1-5) education will become universal for boys by 1983 and for girls by 1987. Within a period of another three years, elementary (grade 6-8) education will also become universal.

In the Philippines, universalization of education includes the establishment and maintenance of a complete, adequate and integrated system relevant to the goals of national development. The new Constitution aims to maintain a free public elementary education (Grade I-VI) and, in areas where finances permit, establish and maintain a system of free public education at least up to the secondary level. Education at the primary level (Grades I-IV) is free and compulsory for all citizens.

Universalization of education in Sri Lanka means providing access and equality of educational opportunities for all. Education is free from kindergarten to university levels and compulsory from age five to fourteen.

In Singapore, the provision of education in the four official languages of Malay, Chinese, Tamil and English for all children is the main policy. Education is free for children of Singapore citizens from the age of six to fourteen.

In Thailand, the national policy is to provide equal opportunity and equal access to formal and non-formal education at all levels to all groups of people. Education is free at the primary level and compulsory from age six to fourteen years.

2. Alternative structures

There is a trend in most of the countries towards developing alternative non-formal structures as complementary to the formal structures. The predominant motivation behind the alternative structures is the objective of making available, the opportunity and access to educational facility, for those who, for any reasons, cannot make use of the formal structures.

Attempts are being made to view formal and non-formal structures as complementary delivery systems to

achieve the total national developmental plans of the country. Linkages can be seen in the objectives, content, methods and infrastructure.

Objectives of the national development plans in terms of the need for universalizing the educational opportunities and the kind of skills and human qualities to be promoted through the educational effort, provide basic links between the mutually complementary role of alternative structures.

There is an effort to modify the content of education to make it more responsive to the needs of the people. This feature tends to deformalize and decentralize the curriculum of the formal system and bring it closer to the non-formal systems. In some cases, the curriculum of the formal system is being used for the non-formal structures as well.

The methods of the non-formal structures are characterized by a large degree of flexibility in terms of time and place; participation of the local community; and greater degree of individual attention to the learners. These methods are also beginning to find a place in the formal structures.

In most of the countries, the alternative non-formal structures are being managed through the optimum utilization of the under-utilized infrastructure existing for the formal system. The teachers, buildings, equipment, instructional materials, etc. available in the formal structure are also being utilized for the non-formal alternative structures as far as possible. This reduces the cost which is a great constraint in most of the developing countries.

Early age-group education

In countries like India, Pakistan, Nepal, Democratic Republic of Afghanistan and Indonesia, there are still a large percentage of children in the early age-group who are out of school. These countries have therefore devised or are in the process of devising effective structures both formal and non-formal for the programme of universal and free primary/elementary education. The duration of free primary/elementary education in these countries varies. In Pakistan, it is Grades 1 to 8; India, 1 to 8; the Democratic Republic of Afghanistan, 1 to 4; Nepal, 1 to 3;

Thailand, Philippines and Indonesia 1 to 6. All these countries are trying to expand their existing formal structures to bring more children to schools. For reasons which vary from country to country, a large number of children are not able to make use of the existing opportunities offered through the formal structures.

To overcome these problems, alternative structures have been devised in these countries which include:

a) A massive programme of part-time non-formal education through need-based curriculum and adult education (India);

b) An extended role of the formal school through the establishment of "learning posts" and the adoption of "modules of self-learning" material (Indonesia and Philippines);

c) The adoption of a community-oriented programme based upon the experience of a pilot project (Nepal);

d) School equivalency programme (Thailand);

e) Utilization of mosques for holding non-formal classes (Pakistan);

f) The Community-based In-School-Off-School Approach (IS-OSA) experimented in Grades 4 and 5 (Philippines).

Although there is no compulsory education in Singapore, almost all the school-going children attend school because of the high value placed on education by its people. Those children who are found to be academically less inclined are provided an alternative form of education in the basic course.

Secondary and adult education

At the secondary stage, more and more countries are beginning to supplement the formal system of education with alternative structures. For example, in Singapore, the non-formal education takes the form of Junior Trainee Scheme which is a follow-up of the Basic Course.

In Thailand, alternative structures linking formal and non-formal educational activities taken up in the form of pilot projects are:

a) Area Vocational Centres

The Centres provide vocational education services to secondary school students in a credit system for transferring these courses back to their formal curricula requirements. The centres also provide services to members of the community to train them with special skills in their respective areas of occupation regardless of their formal training.

b) The Community Secondary School

The school offers a curriculum which offers both formal and non-formal experiences to the secondary school students. In this curriculum one-fifth of the existing formal requirements include work experiences in the form of home projects outside the school, and classes at Area Vocational Centres.

c) The School Equivalency Programmes (SEP)

This programme has been in practice for more than 20 years and has proved to be very successful. The SEP provides annual National Qualifying Examination (NQE) for primary, lower secondary and upper secondary level. The certificates received by those who has the NCE examination are considered to be equivalent to the certificates of the formal schools.

In Sri Lanka, the following alternative structures are offered to early school leavers, out-of-school youth and adults to obtain employable skills:

a) Part-time and full-time Technical Courses: These courses are designed to provide requisite skills and training through short-term, need-based courses to engage in self-employment. Vocationally/technically qualified teachers and skilled artisans drawn from the community are employed on payment of a stipend;

b) Adult Education Centre Programme: Adult Educational Officers with the multi-agency participation help to improve the skills and import new skills to the community;

c) Week-end English Schools for Adults serve as learning centres for developing manipulative skills in the use of the English language.

India has an extensive programme of correspondence courses for those who cannot avail of the formal system at the secondary, university and teacher training levels.

In the Republic of Korea, evening classes of elementary and middle school level based on the formal school curriculum for youth who have no access to those schools, are provided.

In some countries (Malaysia, Sri Lanka, India, Republic of Korea, Afghanistan, Pakistan and the Philippines) the use of distance learning techniques, mass media and correspondence schemes are being utilized. They are being used in a single system, i.e. radio or in combinations such as radio and television or radio and correspondence, and are operated at either national level or regional levels.

Nepal proposes to start trade schools with emphasis on skills training and for students to earn while learning.

3. Methodology and management of non-formal structures

The specific details of the methodology vary from country to country and also from one project to another in the same country, depending upon the nature and objectives of the projects. Some of the emerging trends, however, are:

a) Multi-agencies participation

The projects are generally being operated by the Ministry of Education. The Ministry of Education is assisted by some other agencies. To take the case of India, the Overall Plan of Universal Elementary Education is developed by the Union Ministry of Education. The NCERT at the national level helps the Ministry of Education in the development as well as execution of the Plan. In the framework of the overall plan, each State Government

formulates its plans. Network of agencies including State Institute of Education (SIE) or State Council of Educational Research and Training (SCERT), teacher training institutes, education officers at the block and district levels, continuing centres of education, the local school teachers and village level committees, are all involved in the implementation of the programme. In the Programme for Adult Education, the Directorate of Adult Education helps the Ministry of Education and voluntary organizations are involved in a big way in the execution of the programme. The help of other relevant ministries and departments like Health, Welfare, Community Development, is also enlisted.

In the case of Singapore, other agencies involved in the programme are private and public sectors of the industries, the Adult Education Board and the Tripartite Advisory Council.

In Sri Lanka, three committees consisting of a Management Committee, Consultative Committee and an Assistance Committee help the officers involved in non-formal programmes by providing effective support and technical know-how. The assistance Committee comprising of representatives of the community select the participants and give further assistance by providing mid-day meals, etc. to the participants. Representatives of other ministries and public agencies are members of these Committees.

In Thailand, the Ministry of Education, Ministry of Interior, Ministry of Agriculture and Co-operatives and Ministry of Industry work co-operatively to develop alternative structures wherein youth education encompasses actual life experiences in the learning process and adult "education" provides for alternation between formal and non-formal activities with their other social and economic pursuits.

In the Educational Media Service Project in Malaysia, the Ministry of Education works closely with the Department of Broadcasting and the Department of Telecommunication in sharing of resources for its broadcast programmes.

b) Duration of the alternative programmes

In India, some alternative structures condensing the programme for five years (6-11) into two years (9-11) and the programme for eight years (6-14) into five years

(9-11) are also being tried out. In Singapore, the Basic Course is further extended by three years under the Junior Trainee Scheme. There is no time limit in the SEP programme of Thailand.

c) Teachers

It is acceptable that teacher plays a very important role in the non-formal structure. In addition to instructional activity, he plays the role of motivator and co-ordinater (India, Philippines and Indonesia). In some countries, the teacher of the formal school is used for alternative non-formal structures with some orientation training (India, Nepal and Singapore). Qualified persons and people with specialized skills are also drawn to help as teachers (India, Indonesia, Sri Lanka). The knowledgeable persons in the community are utilized to supervise the home projects of the students of secondary schools (Thailand).

d) Curriculum and materials

There are varied practices with regard to the curriculum. There are attempts at developing decentralized, need-based curricula (India, Sri Lanka). Common curricula are also being used for formal and non-formal structures (Indonesia, Nepal, India, Philippines). Materials based on need-based differentiated curricula are being developed in the two pilot projects undertaken in India in 15 States (450 schools). Self-learning instructional kits and modules are being tried out in the Philippines and Indonesia in the In-School Off-School Project and Pamong Project, respectively. New curricula and materials have been designed for the academically less inclined pupils for the Basic Course in Singapore. In Thailand the broadening of curriculum to include work experience is currently in practice.

e) Assessment of pupils

There are varied practices with regard to assessment of pupils in the alternative non-formal structures among the countries and also among the various structures within a country. There is no formal examination in the Basic Course in Singapore. Formal certificate examination is introduced generally in cases where students decide to re-enter the formal system. Examples are the Condense Programme of Non-formal Education in India, and School Equivalency Programme in Thailand. In the Republic of Korea,

the students who complete the evening classes can enter the formal system after taking examinations which are offered by the government twice a year. In the community secondary schools (Thailand), the students can earn secondary school credits from their project work. In Sri Lanka, the Department of Examinations conducts an examination for the students in the weekend English schools but no formal examination is given to participants in the part-time or full-time technical units.

f) Clientele for formal and non-formal programmes

Pupils who are not able to make use of formal system of basic elementary education programme, because of the socio-economic, cultural and geographical reasons, are enrolled in the non-formal structures (India, Nepal, the Democratic Republic of Afghanistan, Pakistan, Indonesia, Malaysia). In Singapore the academically less inclined are enrolled in the Basic Course. At the post-elementary, secondary and university stage, the part-time non-formal structures help those who are already working in some vocations and others who for any reason cannot make use of the formal system (Republic of Korea, Malaysia, India, Sri Lanka).

g) Involvement of the local community

Local community invariably plays a very important role in the non-formal structures. In all participating countries, the local community is being involved in planning, motivation, management, teaching, extending physical facilities and mobilization of resources.

h) Pilot projects

There is a definite trend towards testing out non-formal structures through pilot projects. Some of the significant pilot projects in the participating countries are: the Pamong Project (Indonesia); Lahachok Project (Nepal); Project on Development Activities in Community Education and Participation and Primary Education Curriculum Renewal (India); Songkhla Integrated Rural Population Development Model, Lam Nam Oon Integrated Rural Developmental Project, Community Secondary Schools and Area Vocational Centres (Thailand); IS-OSA Project (Philippines); the Air and Correspondence High School (Republic of Korea); Small Schools Development Project (Sri Lanka). The pilot

projects have been taken up on a small scale to test out some promising ideas in the field. The countries are trying to examine the projects carefully with a view to utilizing the experience on a wider scale. In some countries, some of the projects are being financed by international agencies.

j) Linkages between formal and non-formal structures

Linkage between the formal and non-formal structures have been made in a variety of ways in the participating countries. They are as follows:

i) Utilization of common physical facilities like building of furniture, tools, and instructional materials (India, Sri Lanka, Singapore, Malaysia, Indonesia and Thailand);

ii) Adoption of curriculum of the formal school for non-formal structures in Pamong Project (Indonesia); ACHS (Republic of Korea), IS-OSA Project (Philippines); condense courses for non-formal education of the age group 6-11 and 9-14 (India), Educational Media Service Project (Malaysia), School Equivalency Programme (Thailand);

iii) Curriculum renewal of the formal school to link it with the socio-economic and geographical environment of the children of the deprived sections through Pilot Projects in India;

iv) Utilization of teachers of the formal structures in the non-formal structures (Sri Lanka, India, Singapore, Indonesia, Philippines, Thailand, Nepal, Republic of Korea);

v) Utilization of people from the community to help as teachers in the non-formal as well as formal structures (Indonesia, Philippines, Sri Lanka, India, Thailand, Singapore, Nepal); and

vi) Use of the mass media as a delivery system for formal and non-formal structures (Republic of Korea, Malaysia, Singapore, India, Nepal).

Table I: Alternative Structures and Management System

Country	Formal System	Alternative Structure	Management
Democratic Republic of Afghanistan	4 + 4 + 2	At preliminary stage	Ministry of Education
India	5 + 3 + 2 + 2	1. Two years condensed course for grades I-VI through part-time education 2. Part-time education centres for the age-group 9+ to 14+ 3. Pilot projects aimed at Renewal of Primary curriculum to make it more relevant to the needs and environment of the disadvantaged groups in rural, tribal, hilly areas and urban slums 4. Pilot Projects aimed at development of suitable curriculum, materials and methods for non-formal education of various age-groups 5. Correspondence courses 6. Lessons through radio, television	Ministry of Education State Education Departments
Indonesia	6 + 3 + 3	School-centred and community-based Developmental experiment	Bureau of Education and Cultural Research and Development
Korea, Rep. of	6 + 3 + 3	1. Evening classes based on the formal system for drop-outs 2. Air and Correspondence High School 3. Technical and Vocational Training Centres	Ministry of Education - do - - do -
Malaysia	6 + 3 + 2 + 2	Educational Media Service	Ministry of Education
Nepal	3 + 4 + 3	Adoption of a pilot project carried out in Lahachok	Ministry of Education
Pakistan	5 + 3 + 2	Mosque Schools (proposed in selected mosques	Federal Ministry/ Provincial Education Departments

Country	Formal System	Alternative Structure	Management
Philippines	4 + 2 + 4	Eighty children are assigned to one teacher; 40 (Group A) report to her for in-school or formal instruction for one week while the other 40 (Group B) undertake off-school work or non-formal activities. The following week, Group B reports for in-school instruction while Group B does off-school work	Ministry of Education and Culture
Singapore	6 + 3 + 2 + 2	1. Basic course in the primary school curriculum for those who fail three times	Ministry of Education
		2. Junior Trainee Scheme AEE Extension Education programme	Private/Public Sector of Industries, Industrial Training Board Adult Education Board
Sri Lanka	6 + 3 + 2 + 2	1. Part-time Technical Course Programme	Ministry of Education
		2. Full-time Technical Course Programme	Ministry of Education
		3. Adult Education Programme	Ministry of Education, with the support of other departments
		4. Weekend English School for Adults	Ministry of Education
Thailand	6 + 3 + 3	1. Area Vocational Centre 2. Community Secondary School 3. School Equivalency Programme	Department of Vocational Education under the Ministry Department of General Education under the Ministry

4. Environmental factors contributing to development of projects

The various projects initiated and launched by member countries are the results of certain urgent needs or problems. These problems are: (i) high rate of illiteracy; (ii) rural-urban imbalance; (iii) premature school leavers/dropouts; (iv) fast increasing enrolment; (v) shortage of teachers; (vi) lack of physical facilities; (vii) educated unemployed; (viii) limitations of existing formal and non-formal facilities; and (ix) inadequacy of the centralized common curriculum to meet the needs of children in the rural areas.

A high rate of illiteracy prevails in countries such as the Democratic Republic of Afghanistan, India, Indonesia, Pakistan and Nepal. The rural-urban differential is high in the Democratic Republic of Afghanistan, India, Malaysia, Republic of Korea, and Pakistan. The following features such as the lack of physical facilities and the shortage of teachers are common to all participating countries. For all countries except Singapore, there is a very high rate of premature school leavers or dropouts. This is more so because all countries except Singapore have predominantly rural sectors where socio-economic, geographical and cultural factors make the situation accute. The demand for places in schools in all countries except Singapore is very high. The project of Sri Lanka is geared to solve the grave problem of educated unemployed. Limitations of formal non-formal sections have prompted Thailand to seek alternative structures, whereas in Singapore, the less academically inclined pupils are provided with an alternative route to be useful and productive citizens.

In Thailand, the AVC project is intended to serve the total community throughout the country. It is open for general admission. It also serves the secondary school students for crediting purposes. While the CSS serve secondary school students in their respective local surroundings, agriculture-wise or industry-wise, to provide them with real-life experiences, the SEP was expanded to all parts of the kingdom with all kinds of environment. All of these projects give opportunity and access for children as well as adults to obtain some kind of education, or to develop some skills and/or to improve their trades.

In Republic of Korea, two years of experience of the College levels programme of correspondence education led the educational and political leaders to believe that similar opportunity should be given to the youngsters who were unable to receive high school education. Another cultural environment is that people have extremely high aspiration for basic education and educational programmes in spite of economic, cultural and legal restrictions.

5. Problems encountered and strategies used to resolve them

The problems listed below are not at all comprehensive and the approaches and strategies evolved are constantly being revised and modified. However, problems which are presented could be considered as vital and common to most participating countries.

a) Shortage of funding

In most of the participating countries the shortage of finance has been an important problem in the implementation of their projects. This is largely due to the already high proportion of national budgets being spent on the formal education system. Among the approaches being looked upon to solve this problem are the increase, or provision of special national budgetary allocation for the funding needed, and requests for aid and loans from bilateral, multi-lateral as well as International Agencies. In Pakistan, the use of mosques for instructional purposes assists in reducing the cost of education. In most countries, help of the people in kinds and other means is the common practice. There is also a trend in the use of indigenious low-cost educational materials as one measure to reduce the cost of education.

b) Training of teachers and other personnel involved

For almost all the projects being undertaken in the participating countries in the region, the need for training of the personnel involved, either teachers, instructors or others, forms a major problem. The personnel includes those at national level as well as those at local level and therefore the degree of competences required varies accordingly. The training programmes also vary from normal teacher training schemes to special training and orientation programmes for the competences required. The strategies

used include the expansion of teacher training facilities, the holding of in-service courses and training programmes at both national and local levels; and the introduction of new skills training schemes at the university, technical colleges or at local institutions. In most countries new elements involving community participation has been included in normal teacher training programmes to cater for new role of teachers. In the case of the Democratic Republic of Afghanistan where the problem is enormous, the use of volunteers, youths and various organizations is also envisaged. In a number of participating countries of the region, use of mass media is made in the training of teachers as in Pakistan, India, Malaysia, Sri Lanka and Thailand. In Nepal, a programme for community participation through the National Development Service Scheme has been implemented. It calls for University students to go to the villages for a period of one year for community service.

c) Low enrolment especially at primary level

The low enrolment of school-age at primary level and especially of girls and those backward and disadvantaged groups, is a major cause of concern to many participating countries (Democratic Republic of Afghanistan, India, Nepal and Pakistan). This problem is aggravated further by the high drop-out rate, especially of those in the rural areas. Various schemes to resolve these problems include, the expansion of educational facilities especially in remote areas; the use of non-formal setting such as pupils homes, community centres and religious buildings for instructional purposes (India, Indonesia, Nepal, Democratic Republic of Afghanistan and Pakistan); and the development of more relevant curriculum to retain pupils in schools in many participating countries (Democratic Republic of Afghanistan, India, Indonesia, Nepal and Pakistan). In Nepal, special stipends and scholarships for those from the backward and disadvantaged areas are provided. To attract girls into school and to retain them there, free textbooks (India, Indonesia, Nepal) and mid-day meals (India) as well as other materials are being offered. In addition, women teachers from local areas are recruited and posted in such settings (India, Nepal). An open school system with flexible and reduced hours of instruction, on a pilot basis is also practised in many participating countries to attract and hold pupils. In a number of countries special enrolment campaigns including the use of mass media are carried out to bring in more pupils.

d) Lack of understanding and participation in projects by the adults

In many of the participating countries, the innovative projects especially the Non-formal ones, are not clearly understood by the community in general. As a result, they either show no interest or do not participate in the projects. In two countries, Nepal and Philippines, a related problem which may be cited in the notion held by adults in the community that only classroom teaching is 'education'. In Republic of Korea, a more favourable attitude toward the formal education system and its credentials becomes a constraint in the development of non-formal education projects. The approach adopted in all instances to solve the problem is to involve the community in all stages and aspects of the project and establish small action groups involving local leaders (India, Nepal, Indonesia, Republic of Korea, Sri Lanka and Thailand). In cases of adult literacy programmes as in Nepal and India, the programmes are related to the needs of the participants with emphasis in agriculture, health and social reforms. In many participating countries, the mass media is utilized to promote understanding of the projects (Democratic Republic of Afghanistan, India, Nepal, Malaysia, Sri Lanka, Republic of Korea and Pakistan).

e) Inadequate curriculum materials

One common problem in participating countries is the inadequacies of the curricula. They either do not relate to the local environments or are "out-of-date". This is due to the inappropriate and unsystematic way of developing the curriculum. To minimize the problem, a National Curriculum Centre was established to plan and prepare relevant and effective curriculum including useful teaching and learning materials, in close association with local teachers and officials. Free textbooks (Nepal, Indonesia, India) loan of textbooks (Malaysia) and the establishment of book banks (India) are some innovative practises.

f) Resistance to new concepts and methods

In the implementation of some of the innovative projects in participating countries in the region, one obstacle encountered is the resistance of teachers and headmasters to the new concepts and methods. The strategy adopted in India to overcome this problem is the involve-

ment of the teachers and other personnel right from the stage of planning the project through the implementation stage.

g) Lack of co-ordination among Ministries and Departments

In the implementation of new projects especially of a non-formal structure, the lack of co-ordination among the various Ministries and Departments in participating countries that are involved in the implementation of the project has been a source of difficulty. The device developed in such situation was the establishment of a National Body in which all the Heads of the relevant Ministries and Department were included (Democratic Republic of Afghanistan, Singapore, Malaysia, India and Nepal). It is of importance for this system of co-ordination to be extended through all levels e.g. Provincial/State, District and if needed at Village levels as well (Democratic Republic of Afghanistan, India, Indonesia and Nepal). In Sri Lanka, a Rural Technical Innovation and Adult Education Co-operating Centre has been set up to co-ordinate the work of several agencies. The meeting of the personnel of these agencies have helped alleviate much of the problems normally encountered. A good example of how such a body has helped to resolve issues that have developed is the Tripartite Advisory Council established in Singapore to guide and nurture the Junior Trainee Scheme. This council consists of representatives from the Government, Employers and Labour.

h) Problems associated with extension of pilot projects and its integration with the existing educational system

In the case of Nepal, this problem was resolved by ensuring that a minimum of facilities and adequate number of personnel was provided for the Pilot Project. There was also an effort to promote maximum involvement of the agencies involved such as the schools, the community and related administrative units. The integration of the successful pilot project into the existing system is being done in stages depending on the availability of resources and facilities. In India the two Pilot Projects:

a) Primary Education Curriculum Renewal (450 schools in 15 states); and

b) Developmental activities in Community Education and Participation (30 out of the 450 schools in the 15 states), have provided a unique experience in Primary Curriculum Renewal and Non-formal Education of various age-groups through the involvement of teachers and community members. The experience is being utilized for further expansion of the projects to cover more schools in the fifteen states which are already participating and to extend the project to all the states of the country. It is also being used as the basis for developing a network of decentralized curriculum development centres and for planning the massive programme of universal elementary education for the age group 6-14.

In the case of the Pamong System in Indonesia, as the project is still in its experimental stage, it is being developed stage by stage, in order to find out the best model for integration into the existing system. In the Philippines, the ISOSA Project has not been extended on a a national scale, as the project is still being evaluated. In both of the pilot projects in Indonesia and the Philippines, the cost-benefit machanism is being introduced to ensure the wider scale expansion of the projects.

i) Economic constraints impeding attendance in the programmes

One of the problems faced by the non-formal projects involving community participation is the reluctance of adults to participate in the programmes. The device used in Sri Lanka, was the provision of board and lodging to the participants to lesson economic strains which they would experience as a result of not attending to their normal pursuits. In India, in one community centre, the adults have an opportunity of earning while learning wood work in the class organized with the help of a local village carpenter.

j) Problems of non-formal vocational and community work projects

In the two non-formal projects in Thailand, the Area Vocational Centres and the Community Secondary School, since they are limited in number in the country, students have difficulties in access to such centres. In the case of the Community Secondary School Project, one of the problems

which has emerged is the limited areas of work-experience which could be made available, especially in small communities. To solve the problem, the existing Mobile Trade Units are being retained until enough AVC are built. The pooling of resources available among schools in the community is another means to organize practical projects for students.

k) Problems of Air-Correspondence Education Projects

In the Republic of Korea, where the innovative project is the Air-Correspondence High School Project, the problems are different from those in other countries. They are, for example, the unbalanced opportunity of education between urban and rural areas, the high percentage of drop-out from the project, the excessive work load of teachers involved in the Sunday school activities, and the inappropriateness of time and radio channel for broadcast. The strategies being evolved to overcome the problems include the establishment of more Air and Correspondence High Schools especially in semi-urban and rural areas, increased teacher participation, inducements of increased student participation through reduction in fees and giving of scholarships, securing of more appropriate radio air time, the development of separate broadcasting system by the Korean Education Development Institute (KEDI), the production of better quality radio programmes and the improvement of curriculum and textbook materials.

l) Problems relating to the use of mass media techniques on a national scale

In the case of Malaysia, as in the Republic of Korea, the alternative structure undertaken was somewhat different from the other countries. The problems are also different and related to the project undertaken, i.e. the introduction of a distance-learning system consisting of a national educational TV and educational radio service. The major problems encountered include, the difficulties faced by schools in integrating their timetables with that of the national broadcast schedules, the difference in pacing of the broadcast programmes and of individual teacher's work, the shortage of air time and receivers, and the poor technical reception in localities. These problems have been tackled in various ways including the multi transmission of programmes, the despatch of the broadcast schedules to schools in advance, the holding of in-service courses and workshops

for teachers and headmasters at local levels, the experimentation with audio and video cassette recorders to enable schools to record programmes off-air and utilize them as and when they like, the attempts to obtain more receivers through government and other means such as parent-teacher associations and the negotiations with the relevant authorities to obtain increase in air time and better transmitters.

6. Strategies and methods of evaluation

It was evident from the reports of the experiences of most of the participating countries in the region, that evaluation was an integral part of the innovative projects and that it was built into the project right from its development and conducted right through to its implementation stages. Evaluation of both types - formative and summative, were necessary for any innovative project. In the case of experimental projects being undertaken as in India, Indonesia, the Philippines, Nepal, Pakistan, a comprehensive evaluation scheme was carried out. In the Philippines and Indonesia cost benefit analysis was very vital in order to find out the cost of the project before its implementation on a national scale. In most of the participating countries, the evaluation personnel were either a part of the project staff or as in some instances members of an external agency such as the local university or institute of education staff. In Sri Lanka, evaluation officers attached to the Non-formal Education Division co-ordinate evaluation activities of the programmes. The evaluation reports from all the Centres were processed and corrective measures were recommended and sent back to the centres.

The following were some of the main strategies and methods employed in the participating countries with regard to the evaluation of the projects:

a) Pre and post-tests;

b) Tests and examinations of various sorts;

c) School reports of various sorts to record pupil progress;

d) Questionnaires of a proforma type;

e) Personal visitation and interviews;

f) Self-evaluation kits;

g) Discussion at seminars and meetings;

h) Assessment of curriculum materials and textbooks;

i) Records of attendance; and

j) Observation techniques.

The outcome or the results indicated so far in most of the projects were favourable. In many cases, however, as the projects were still being implemented or were in its infancy stage, a complete analysis of the whole was not possible or meaningful.

CHAPTER III

GUIDELINES FOR DESIGNING AND RENEWING PROGRAMMES AND PROJECTS

Based on ideas which emerged from the sharing of experiences and from the synthesis which was developed thereafter, participants prepared guidelines for reviewing and improving their innovative projects/programmes. These guidelines cover three aspects of project activities: planning, implementation and evaluation. Details of each aspect are as follows:

Planning

In developing and designing alternative structures linking formal and non-formal education with emphasis on universalization of education, the following important aspects are to be emphasized:

1. Concepts

There is a need to spell out objectives for universalization of education with special references to deprived groups in terms of socio-economic, cultural and political context of each individual country.

2. Structures

Prior to the development of alternative structures, it is essential for planners to:

a) identify areas where alternative structure are needed;

b) identify the relevant existing alternative structures before developing new structures which will link the formal and non-formal programmes;

c) survey individual and community needs and identify the available and potential resources in the community;

d) know and understand the linkages between school and society and involve the community and other agencies in planning to insure effective implementation;

e) provide channels from formal to non-formal structures and, if necessary and where possible, to provide for re-entry; and

f) allow flexibility in curriculum development, teacher-training and duration of the programme/ project.

3. Methodology and management

In view of the above consideration related to structures planners may consider the following:

a) taking into account all available data in devising methods and management techniques for a project;

b) informing the clientele and the public of the project and its benefits and motivating them by using mass media and other means;

c) informing and orientating the teachers and other personnel about the objectives of the project;

d) motivating change agents by exposing them to new knowledge and experience and improving their status (scholarships, attachments, seminars, etc.);

e) working in collaboration with change agents/ personnel and the community;

f) establishing a co-ordinating body (planner, change agent and member of community) for the project;

g) trying to obtain adequate funding for the project (local, national and international, if necessary);

h) ensuring proper development of the curriculum and the production of curriculum materials;

i) looking into the cost effectiveness of the project; and

j) collecting data on enrolment and retention trends.

4. Environment

Planners should consider the various factors in the environment in which the project is launched:

a) identifying the linkages between the formal and non-formal structures;

b) recognizing the importance of the socio-economic, cultural and political factors in relation to the project;

c) considering the possibilities of channeling and re-entry, if necessary and where possible; and

d) considering ways to promote participation of other agencies and the community.

Implementation

The guidelines for implementation are being developed assuming that the detailed plans have already been prepared and the relevant alternative structures have been identified.

1. Location of the structures

The sites for the alternative structures should be selected so as to make the optimum use of the already existing facilities available in the formal structures. The non-formal programmes should invariably be organized in places which are convenient for the learners in terms of accessibility and the time for holding the classes. Some other considerations like the following should be made:

a) number and category of learners;

b) places available in the local community (both in the formal structures and other places); and

c) cost factor in areas premises may have to be hired.

2. Selection of the managing personnel

The managing personnel would include persons in the category of planners and supervisors, teachers/instructors and local leaders. The people selected for the non-formal structures should essentially be those who have an understanding of the local problems, needs and aspirations of

the people. Therefore, it would be better to involve people from the local formal structures and local community. In some cases where teachers of rural girls, are needed but could not be found, a local lady with some qualification could be given training and employed as teacher. Other considerations would be:

a) suitable qualifications;

b) proper personnel for learners of different sexes; and

c) cost factor.

3. Training of teachers

For teachers of the formal structures that are available, some orientation training would be required for them. For other teachers/instructors from the community as well as from outside, some training will have to be given. The nature and duration of the training will depend on the exact nature of the programme. The basic considerations in organizing the training programmes should be:

a) Training should be functional rather than academic and theoretical;

b) Training should be organized in the form of a series of intermittent sessions organized at short intervals; and

c) The evaluation of the trainees should be based on their actual performance in the non-formal structures.

4. Development of curriculum materials

The instructional materials for the non-formal structures should essentially be related to the needs and environment of the learners. In the developing countries the consideration of economizing the paper and cost of printing are also important. Therefore the materials already available for the formal as well as alternative non-formal structures should be utilized and adopted if found suitable. For the development of new materials the following considerations may be borne in mind:

a) use of self-learning materials;

b) use of supplementary reading materials;

c) cost of small booklets devoted to different themes;

d) cost of audio visual materials;

e) involvement of teachers/instructors in the development of materials;

f) use of locally available resources in the development of learning materials; and

g) documentation and item banking of materials.

5. Enrolment and retention

The following methods and incentives may help in promoting the enrolment and retention of learners:

a) observance of an enrolment drive need;

b) registration giving detailed information about each learner;

c) provision of suitable incentives in the form of subsidies, scholarships, free-books, mid-day meals, etc.;

d) consideration of the location and time of courses to suit the convenience of learners;

e) selecting of suitable curriculum in relation to the needs and aspiration of the people;

f) integration of educational programmes with rural development programme; and

g) enlistment of the co-operation of the local community.

6. Co-ordination and interaction among the various developmental agencies operating in an area

Co-ordination is required at various levels:

a) co-ordination at the planning level;

b) school as a catalytic agent to co-ordinate the services being offered by different agenices; and

c) local village level co-ordination committee.

7. Duration of the programme

Duration of the non-formal structures should be made flexible, depending upon factors like:

a) convenience of the learners;

b) pace of learning of the individual learners;

c) different levels of achievement; and

d) nature of the different programmes.

8. Budget

The sanctioned budget should be properly handled to ensure:

a) proper accountability; and

b) proper budgeting of expenditure.

9. Supervision and co-ordination

a) supervision and co-ordination to ensure and facilitate maximizing utility of resources, manpower and facilities;

b) mechanism of supervision and co-ordination to enlist the co-operation of the local community people through local co-ordination and supervisory committees.

Evaluation

Evaluation is an integral part of any programme whether new or on-going. It is carried out at all stages of the programme right from its inception and is not a disconnected activity but a continuous process. The feedback obtained is monitored into all levels of the system for its improvement and, to ensure that the programme as a whole is effective and is meeting the objectives drawn up.

Evaluation is an essential part of the planning and implementation process, therefore the concepts and the objectives devised such as the concept of education itself, the concept of universalization, the concept of education for the disadvantaged groups etc., need to be evaluated to determine to what extent they have been translated into

the structures and programmes being implemented.

Similarly, in terms of the structures and the methodology decided upon, such as, school-community liaison, media, the training programme, the curriculum and learning materials, the learning centres and resources, the co-ordination and interaction among the agencies involved, the enrolment and retention programmes etc., the evaluation mechanism must indicate its effectiveness in meeting the demands and objectives of the programme.

General guidelines

In attempting to evaluate the effectiveness of alternative structures, the total environment of the structures must be considered. The four major criteria which need to be fully considered in the area include the following:

a) legitimacy of the structure itself in terms of its legal status and budgetary provisions;

b) management aspects including funds, personnel, hardware and software etc.

c) planning network and its organization;

d) production and outcome of the programme in terms of enrolment, overall change in the attitude of learners, etc.

The evaluation strategy should include the following features:

a) There must be built-in mechanism in every project, involving functionaries at all levels. These would include policy makers, the innovators, the implementers and participants at inter-agency and inter-disciplinary levels;

b) The results of the formative type of evaluation must be constantly fed into all levels of the programme for on-going revision and modification where necessary;

c) In order to obtain an accurate and comprehensive evaluation of the programme, evaluation of an in-depth type must be carried out within a few years after its inception;

d) A variety of techniques must be utilized for more accurate and reliable results;

e) An appropriate mechanism for the assessment of the learners must be set up in a systematic and continuous manner to enable revision and improvement of the approaches and methods utilized;

f) For learner assessment programmes, the emphasis should be on attitudinal changes, skills acquisition in addition to cognitive achievements;

g) The pilot/experimental projects carried out must be closely monitored before adoption in a wider scale;

h) While recognizing that for educational projects, a comprehensive and accurate cost benefit analysis is difficult to achieve, nevertheless a cost effective study needs to be done to analyse and reduce costs where possible;

i) All available expertise should be utilized to carry out the evaluation; and

j) Self-evaluation instruments by the participants should be developed.

CHAPTER IV

REVIEW OF EXISTING PROJECTS AND ELEMENTS OF NEW PROJECTS

Following the preparation of guidelines for designing and renewing programmes and projects, the participants worked individually to review their innovative projects which were previously presented at the meeting. In the case of Pakistan and Afghanistan elements of new projects were developed by their participants, taking into account that the plan would cover only certain important aspects. The reviewed projects and the elements of the proposed projects were based on the aforesaid guidelines and emphasized only those areas where improvement and modifications were needed. Details of projects are presented below:

DEMOCRATIC REPUBLIC OF AFGHANISTAN

Universalization of education for the deprived group

It has been estimated that among the total of population of 15,108,000, there are 12.14 per cent urban, 76.28 per cent rural and 9.59 per cent Normadic (Kochis). Those who live in the rual area and the Normadic could be considered as the most deprived group. These include women and girls in particular. It is significant to say that there is a great demand for both formal and non-formal education.

In order to develop adequate programmes for the universalization of education for the deprived group, the main responsibility has been entrusted to National Agency for Campaign Against Illiteracy (NACAI). However, for NACAI to function effectively the following are some suggestions:

1. Preparatory and on-going activities

   a) Establishment of systematic data collection of the enrolment and monitoring of the project;

b) Production of curriculum materials in the local languages;

c) Recruitment of teachers;

d) Recruitment of volunteers;

e) Recruitment of the retired personnel;

f) Training of teachers and other personnel;

g) Study of the cost effectiveness of the project;

h) Provision of funds and other materials; and

i) Setting up of liaison committees composed of women organization, youth organization and co-operatives.

2. Implementation

To implement the programme, a strong and well co-ordinated structure in the provinces, districts and communities should be established.

At the provincial level:

Starting, extending, supporting and controlling the implementation of such a big enterprise is a task which needs the mobilization of all available resources. In this respect the director general of the operation and training department are of the highest importance, particularly in the domain of field operation and training at all levels. The main tasks of the organization at this level are:

a) identifying places for organizing training courses;

b) supplying materials for learners;

c) testing and certification;

d) convening of seminar for further training;

e) establishing relationship with the department of women in providing facilities for women teachers;

f) making contact with other agencies; and

g) establishing relationship with district structure.

At the district level:

At the district level a close working relationship between the field operation and training department and other agencies operating in the district is very much needed. The responsibilities to be carried out at this level are:

a) organizing suitable places for the learners;

b) making use of locally available building;

c) co-ordinating with local co-operatives;

d) arranging suitable time for organizing and offering courses;

e) providing other facilities for the conveniences of the learners; and

f) testing and certification.

3. Evaluation

Evaluation is an integrated part of a system for the implementation of a plan. Therefore the plan and the implementation of such plan for universalization of education, especially for the deprived group must be evaluate to determine the effectiveness in meeting the desired objectives. The purpose of evaluation should be for improving the on-going operations and therefore should be carried out continuously.

In making the evaluation, the following points should be considered:

a) linkages between formal and non-formal;

b) size of literacy realized;

c) inter-relationship with other agencies;

d) socio-economic and socio-political aspects;

e) context of alternative structures;

f) supervision and monitoring;

g) teaching and learning materials; and

h) revision of objectives.

INDIA

Some suggestions on primary education curriculum renewal and developmental activities in community education and participation

The two projects aim at developing relevant and meaningful programme of education for the children in the Primary Schools (class I-V) and out-of-school groups of various ages in the community (age groups 3-6, 6-14, 15-25, other adults and anothers). The projects which are closely linked to each other in so far as these have been taken up in the same communities, are housed in the formal school buildings in most cases. Teachers of the formal schools are also employed for part-time classes for various age-groups outside the normal school hours. Some agencies at the national, state, district, block and local levels are responsible for monitoring, implementation, supervision and evaluation of the Programmes.

Some suggestions for further refinement of the design and strategies in the expansion phase are as follows:

1. Selection of representative districts for experimental phase

The thirty schools in a state are located in three districts (10 in each district). The three districts in a state generally represent three different socio-economic and geographical environments in many ways,e.g. hill areas, coastal areas, slum areas, agricultural communities, fishing communities. Better care should be taken to select different districts with well defined specific socio-economic and geographical characteristics which were representative of similar conditions in wider areas. This would help in making more effective use of the concrete experiences and instructional materials developed in the Projects on a wider scale. This consideration may guide the further expansion of the Project.

2. Selection of schools

The S.I.Fs and T.T.Is are playing an important monitoring, supervisory, training and evaluation role in the projects. Therefore frequent visits of the officers of the S.I.Fs and T.T.Is to the project schools and com-

munities are very essential. As it is, in some of the states the districts and villages selected are not within easy access of the S.I.Fs and T.T.Is respectively. This consideration must guide further expansion of the Project. Specially in the case of T.T.Is, the principle must be sincerely followed and in this connection adequate transportation facilities should be provided.

3. Monitoring and supervision of the project

The school supervisors and inspectors of the formal schools in the areas selected for Project Schools, are already invited to the Training and Orientation Programmes. They know about these projects. More active involvement of these people in the planning, implementation, supervision and evaluation of the programme in the project schools would ensure better infusion of successful ideas and practices in the non-project schools. Co-ordination committees have already been established at the State, district and local levels. It would be necessary to ensure greater involvement of these committees in monitoring, implementation and evaluation of the Programme in the Project Schools. The local committee should be involved not only in the occasional meetings but potential leaders need to be identified, who can help in the constant formative evaluation of the Programme in order to make it increasingly more relevant to the needs and aspirations of the People. If the local co-ordinating committee is more actively involved, it would be easier to tackle and solve the problem of universal enrolment and their retention in the alternative structures. The content of the alternative courses for girls, out of school children and adults need also to be evolved in consultation with them. Those procedures can provide important feedback for testing the usefulness of the courses and the direction for facilitating further improvement.

4. Operational strategy

Analysis of some of the instructional materials developed in the project reveals that some of the author teams have tended to their traditional concept of developing textbooks and other instructional materials based on some generalized theories. The concrete actual data provided by the detailed surveys have not been utilized as much as they should have been. The explanation is simple enough. It is difficult to change the concepts and ways of writing

instructional materials at one stroke. Perhaps a series of orientation discussion with other teams, based on a few model lessons/units which have been developed by using the actual experience of the survey data, might help in giving a more effective direction to the development of the materials. Initial teacher training programmes need to be reviewed by frequent short term interaction groups on the Project sites as well as in larger groups organized in the T.T.Is.

There is also need for greater involvement of the trainees in the actual programme of curriculum renewal in the project schools. This implies provision for renewal of the existing teacher training curriculum. At present there is an indirect implication that the project will improve the quality of teacher training.

5. Evaluation of the programme

The most crucial factor in determining the success of the project is the actual change in terms of the enrolment and attendance of the various age-groups; the quality and relevance of the programme offered through the alternative structures; changes in the social, economic, and cultural environments of the community, raising the level of awakening and motivation of the community to improve their health, conditions of living and economic opportunities. All this can not be achieved at one stroke within a period of one or two years. Therefore the important thing is to identify the indicators which will help to ensure that the process of growth has been initiated. The evaluation strategy both at the formative and summative level should take stock of the achievements in this direction at regular intervals of time. This will help in seeing whether or not the degree of development is increasing constantly.

INDONESIA

Improvement of the Pamong System

The Pamong System is an experimental project which is intended to enlarge the scope of primary school by using existing school local resources, facilities and personnel.

At this stage, one of the problems encountered is how to prepare manpower resources effectively. Guidelines have been developed at this workshop to suggest alternative methods to produce manpower for a certain programme.

In developing manpower, in terms of implementation unit, the existing school personnel like school supervisor, school principal, teacher as instructional supervisor, school pupil as tutor and skilled person from local community as skilled trainer are being used.

Some proposals for preparation of manpower resources in terms of the Pamong System development framework are as follows:

1. Planning

i) Number and type of personnel needed

For the implementation unit, the type and number of personnel which are needed are as follows:

No.	Personnel needed	Place/Number			Total
		Gianyar	Palangharaya	Palu	
1	Instructional supervisor (I.S.) of in-school pupil	35	10	10	55
2	I.S. of out-of-school children and registrar	70	-	-	70
3	School principal	35	10	10	55
4	School supervisor	70	20	20	110
5	Community skilled person	70	20	20	110
6	Tutor	1,200	200	200	2,200
7	Grand total	2,000	260	260	2,600

ii) Recruitment of personnel

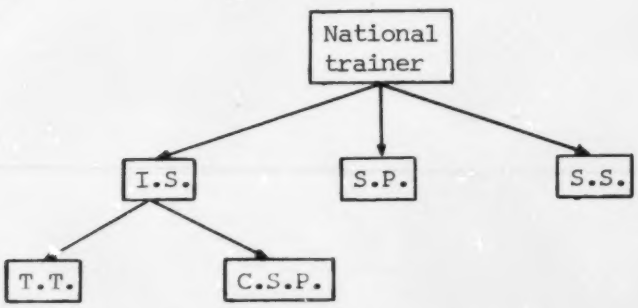
In the recruitment of the above personnel, the involvement of Local Education Department and the Local Government Officers will be needed.

2. Implementation

a) Training of personnel

On-the-job training is conceived as the basic method to prepare Pamong System personnel. Routine consultation, workshops, lectures and self-evaluation are considered as supplementary methods.

The following diagram presents the flow of training at the various levels:



Note: IS = Instructional supervisor
SP = School principal
SS = School supervisor
TT = Tutor
CSP = Community skilled person

The training of the personnel involved in the Pamong System will be conducted and supervised by the Bureau of Education and Culture, Research and Development of the Ministry of Education and Culture in close co-operation with Local Department of Education and State University of XI Mach.

b) Content and methodology

Different types of personnel in the implementation unit need different content and methodology of training. This is shown in the following chart:

No.	Personnel	Content	Methodology
1.	Instructional supervisor	a. Learning process management. b. Module learning process. c. Administration. d. Learning resources management. e. Human relations. f. Guidance and counselling technique.	a. On-the-job training. b. Routine consultation. c. Workshop. d. Self-evaluation. e. Lecture.
2.	School supervisor and school principal.	a. Supervision. b. Administration. c. Learning process management.	a. On-the-job training. b. Workshop. c. Lecture.
3.	Tutor	a. Module learning process. b. Management of evaluation c. Remediative technique	a. On-the-job training. b. Routine/incidental consultation.
4.	Community skilled person	Delivery system	Consultation.

c) Schedule

The training will be done in a systematic manner as shown in the schedule below:

i) Recruitment/selection and training material preparation	February, March, April 1979
ii) School supervisor and school principal training	May, June 1979
iii) Instructional supervisor training	July, August, September 1979
iv) Tutor training and community skilled person	October, November, December 1979

d) Budget

The budget for the training will be provided for by the Government through the Ministry of Education and Culture.

3. Evaluation

Continuous evaluation will be conducted based on their performance through routine/incidental consultation and self-evaluation by self-evaluation matrics. Based on the evaluation results, improvement will be made on the methodology of training and the materials used.

REPUBLIC OF KOREA

Suggestions for improving the system of universalization of education

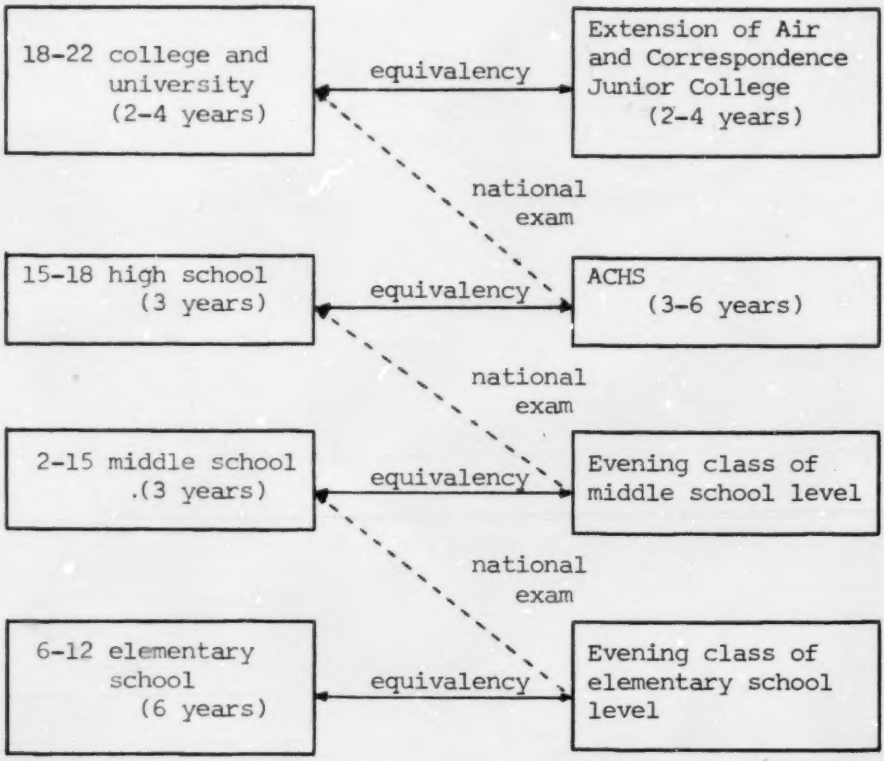
To improve the system of universalization of education, the following alternaitive structures are recommended:

1. School equivalency system

The system provides educational opportunities to continue formal education for people who do not have access to the formal education.

The national plan of school equivalency system linking formal and non-formal education aiming at universalization of education in Korea may be set up as follow:

Equivalency system linking formal and non-formal education



In order to develop a national plan of the school equivalency system, the Minister of Education should prepare a master plan and organize a multi-agency task team to study this project. Both the school equivalency project and extension of correspondence education should be implemented step by step through pilot project approach.

This project will have a national planning body to conduct pilot programmes and to co-ordinate the work of the various departments.

National institute of correspondence education and non-formal education should be established to implement

correspondence education and non-formal education. This alternative structure will follow the pilot project approach.

2. Extension of correspondence education

In this alternative structure, existing school facilities and personnels will be utilized for linking formal and non-formal education. The local learning centre will also be established in every school area in order to support the activities of correspondence education.

MALAYSIA

Review of the Educational Media Service Project

In the light of the experience gained at the meeting through the discussions and exchange of experiences of the participating countries, and from the study of the working documents provided, the following is the self-review of the Educational Media Service Project in Malaysia for its further improvement and effectiveness in relation to the objectives drawn up for the project and, in particular, with regard to the universalization of education especially for the disadvantaged groups of the population in the country.

While in EMS project has had a long run-up period prior to its implementation including two pilot projects, not enough attention was devoted to the needs of its users, i.e. the schools, the teachers, teacher training colleges and other units of the Ministry of Education. There was also hardly any study made of its potential use for non-formal education programmes. As a measure to effect economies, no study was made of the possible assistance of the community and local resources. The following suggestions are for the improvement in certain areas:

1. Management

In order to ensure close involvement of the main users of the EMS, the Project was placed under the administration of the Ministry of Education. There was fairly adequate staff at the H.Q. level. However, for effective utilization and evaluation of the Serive in schools (over 5,000) the provision of only one officer at state level is

certainly insufficient. The provision of media co-ordinator at school level on full-time or, at least on a part-time basis, is also essential if the media service is to be effective and achieve the objectives drawn up. In addition, the following measures which are either not being done at all or being carried out superficially, are necessary to strengthen the operation of the project:

a) greater emphasis to educational technology especially ETV and Educational Radio, in Teacher Training Colleges;

b) the systematic development of the programme materials based on the needs of the users especially those of the rural and disadvantaged groups;

c) need for sufficient teacher and pupil materials;

d) the supply of sufficient TV and radio sets and other AVA equipment in schools;

e) the development of a more positive attitude of head-masters and teachers towards media through promo-campaigns and closer liaison with the media staff; and

f) the increase of air-time and the improvement of reception in areas where it is inadequate.

2. Environment and interaction

At the utilization level, there is need for greater liaison and co-ordination. A State Level Co-ordinating Committee of the relevant agencies concerned e.g. Education, Broadcasting, Telecoms, Teachers, Headmasters, Principals of Training Colleges would certainly assist in the smooth operation of the Project. A Committee at school level, consisting of the media co-ordinator the specialist teachers of programmes broadcast, would be useful. More frequent visits of the makers of the programmes with the users would help establish more favourable climate for usage and prove to be mutually benefitting. Adequate funding needs to be provided for this purpose.

3. Evaluation - Problems and strategies

While recognizing that much work has been done in terms of evaluation by the EMS, nevertheless the following additional measures would need to be looked into and

carried out, for further improvement of the service:

a) An in-depth survey of the whole EMS Project especially in relation to its objectives needs to be conducted;

b) Evaluation of the methods and techniques of programme presentation and related programme materials needs to be assessed;

c) A multi-agency evaluation team needs to set-up and an evaluation of the co-ordination at various levels carried out;

d) Special formats for evaluation of and by the learners need to be devised for programme improvement;

e) All available expertise and resources in the field from universities, colleges, government departments, private sector etc. need to be utilized for quicker and more reliable and constant feedback;

f) A cost benefit study of the EMS, which has now been in operation for about 6 years, needs to be carried out; and

g) A study of the potential use of the Media Service for Community Development and other Non-formal programmes needs to be carried out to maximize usage of the facilities and resources developed in the EMS.

NEPAL

Supplement to Project on Education for Rural Transformation

Based on the guidelines which have emerged out of the experiences of projects reported by the participating Member States in the Meeting, it is proposed that the following steps be considered for further review and adoption by a core of staff responsible for planning, implementation, and research and evaluation in the education sector in the country.

1. Design of the project

A project design be prepared to make an overall assessment of the facilities, socio-economic status, educational needs and environment of locations where model schools are to be set up. Similar approach should be taken in the establishment of proposed Lahachok type pilot sites in each Development Region. This activity very much follows the modes adopted in the Lahachok project and a need for employing such an approach is further supported by the guidelines evolved by this meeting. Adopting the Lahachok model with little or no emphasis given to socio-economic and other fields of locale(s) where such projects are to be launched, should be avoided.

2. Involvement of community

Involvement of the community is one of the most promising features of the Lahachok project. In order to strengthen this feature in the proposed model schools and at additional project sites, well defined structures and methods for the involvement of the rural folks and representatives of various political and social organizations would be of great value. As Nepal's development efforts are linked with accountability shared by Panchas (local political leaders) and leaders from social sectors, it would be most profitable to attempt to develop explicit guidelines by which the local leaders' participation and contribution in the project sites may be linked with the general accountability concept mentioned earlier.

3. Operational guidelines

Specific operational guidelines should be developed to facilitate dovetailing of programmes and activities cutting across the goals and modes of operation of various ministries and departments engaged in development projects. In this case, use of the school as the focal point for stimulating and adopting new modes and methods of rural transformation appears to be a viable and practical approach especially for Nepal when its case is considered in the backdrop of its overwhelmingly large population residing in the rural areas.

4. Training programmes

In order to make the model schools operate realistically in line with the Lahachok framework, it is important that special training programmes be designed and conducted

for administrative, teaching and support staff and local leaders. As one of the objectives of the model schools would be to facilitate the sharing of the fruits of their innovations and experiments with other schools in the district and the region, it would be necessary that the salient features of the Lahachok project, their strategies and methods be incorporated in the training curricula of the Institute of Education. Furthermore, it would be desirable that each regional directorate should develop short-term and on-the-spot training programmes in collaboration with the Institute of Education Campuses.

5. Linking formal and non-formal programmes

The adult and non-formal education programmes need special emphasis on this scheme. Experiences based on Lahachok project and pilot projects launched in eight districts in the fiscal year 1977/78 have already provided a good framework for expansion of these programmes. Linking of these experiences with model school plan should emphasize on expansion of adult and non-formal activities at a much larger scale. As the National Development Service Scheme of Tribhuvan University has amply demonstrated that the university students have effectively contributed in this area, strategies should be developed whereby large number of university students may be engaged in planning, execution and supervision of adult and non-formal education programmes at the project sites.

Experience of the Lahachok project has brought into light various new dimensions for the improvement of structure, content and methods of the formal school system as well as linking of non-formal, vis-a-vis the formal system. With a view to facilitating such innovative approaches into the mainstream of the educational system and also to linking formal and non-formal education programmes, this mode of operation will need to be internalized by the existing national and local level curriculum, teacher training and research and evaluation structures and strategies. In sequel to the experiences gained from the Lahachok project and implementation of model schools in the country, it would be important that an operational strategy be developed whereby the curriculum, teacher training and research and evaluation components would dovetail their effort at linking educational programmes to the national and local development needs.

6. Evaluation network

In order to ensure that a comprehensive monitoring and evaluation strategy is employed, it would be crucial that an evaluation network be evolved in which there would be full participation of curriculum development, teacher training and research and evaluation components of the educational system. Also, adequate attention should be given to involve administrative personnel, supervisors, teachers and local leaders directly in this process so that the results of evaluation are appropriately fed into the various stages of programme development and redevelopment. Here, special consideration should be given to cost and management aspects with a view to avoid the development of unrealistically expensive and ivory tower type innovative projects and strategies.

PAKISTAN

Mosque schools linked with community centres

Mosque schools scheme being viable, feasible and economical has been selected to study if the vast human and physical resources having the blessing of the community for educating their children could be exploited to provide equal access to all citizens of the country particularly the deprived groups in remote areas.

To embark on mosque schools project, the experimental area that has been selected in KOHISTAN DISTRICT. The objectives of the project are:

a) To increase enrolment of boys and girls in the primary school by using mosque as school;

b) To study the degree to which mosque could be used as an educational institution in the rural area;

c) To evolve management mechanism which could ensure the use of educated personnel belonging to different structures for imparting education in mosque school;

d) To prepare prototype need based curricula for primary school children of both sexes.

In order to carry out the project, it is suggested that the following procedures and practices are adopted in the respective areas:

1. Management

Since religious institution will be a new experience for the personnel of the Education Department, there will thus be a need for a close study to evolve operational procedures ensuring positive interaction between the community leaders and administrators of the Education Department as well as between a school teacher of regular teaching cadre and that of Imam (religious leader). Furthermore, steps would need to be undertaken to initiate procedure to supervise and administer the work of religious and general teachers as well as funds procurement and disbursement for the maintenance and running of mosque as a school.

In the beginning, it is assumed that the existing school curricula will be adopted for imparting instructions to children in the mosque school but the teachers will be encouraged to modify the existing curricula to make it more community and local environment oriented so as to evolve a need based curricula for a particular area.

To ensure continued study of using mosque as primary school by trying different management and curricular development techniques, a special unit within the Education Department will be created to conduct research for determining alternative administrative structures to guide and supervise personnel who will become teachers in the mosque and to design need based curricula.

2. Criteria for selecting the mosque to be used as school

A series of steps would need to be undertaken prior to the decision about the location of schools within the experimental district is taken. Some of the important factors to be kept in mind are given below:

a) Survey of primary age population be conducted and localities with high percentage of illiteracy be pin pointed;

b) Geographical aspects should be considered so as to make the school easily accessible to all learners;

c) Statistics of expected enrolment, catchment area, distance from nearby schools should be collected;

d) Political and religious aspects of the community and anticipated co-operation and assistance by the community for healthy growth of the school must be known;

e) The areas where co-education is not acceptable, possibilities for opening girls schools should be known;

f) Data of the Mosques where religious institutions are functioning should be collected.

3. Implementation/strategies

a) Those areas will be given priority in the opening of Mosque schools where the illiteracy is very high;

b) Preference will also be given to those Mosques which are already being used as religious institutions with a considerable number of students;

c) P.T.C. teachers of the same district or from other districts will be employed on preferential basis if available. However to meet the shortage of teachers, requisite academic qualification for a primary teacher will be lowered especially in case of lady teachers;

d) Religious teachers will be preferably IMAM of that very mosque but any other teacher of the same locality can also be employed if IMAM is not well qualified or does not like to take this assignment;

e) Religious education teacher in particular and the concerned teacher/official in general will stimulate parents and children for admission in Mosque Schools.

4. Teachers

There is acute shortage of teachers in this area due to the high illiteracy. The anticipated problems and their strategies are as under:

a) Local teachers are not available and the teachers of nearby districts cannot impart education in local languages, specially Kohistani;

b) The teachers transferred from other districts cannot work satisfactorily and will not be willing to be transferred to this district as the schools will be situated in different parts of the district which are not easily accessible;

c) Female teachers from other districts will never go to the rural and far flung areas;

d) Lady teachers will also not be willing to serve in these areas all alone and will also face the problems of availability of proper accommodation and security;

e) Peoples of the area do not like co-education and as such there will be problem of finding accommodation for girls school where only one mosque exists;

f) Some people will still not get their children admitted in mosque schools and the problem of low enrolment will be there.

5. Strategies to overcome anticipated problems

a) To solve the problem of shortage of teachers the minimum requisite qualification of a primary school teacher should be relaxed from matric to middle standard. These teachers will be asked to get registered with Allama Iqbal open University for training in professional education through correspondence courses in order to help them improve their academic qualifications. Those teachers who pass matriculation examination should be granted annual increments at par with the other formal primary schools teachers. Provincial Education Departments should also offer short-term training to these teachers during summer and winter vocations as the case may be;

b) To attract the teachers of nearby districts, incentive of special pay be provided and these teachers also be taught local language in Pattan high school through short courses;

c) Since no local lady teacher is available in that area, 8th class pass lady teachers be recruited from other nearby districts and posted in such schools where suitable accommodation is available.

It will be better to post them on the road side schools first and then girls education be extended to other remote areas. Lady teachers should also have incentive of special pay. They should also be asked to register with Allama Iqbal Open University to improve their academic and professional qualifications. Provincial Education Departments should also offer short-term trainings on the pattern of male teachers. The National Committee will decide the financial benefits but both male and female teachers will be entitled to same benefits on improvement of academic and professional qualifications;

d) Problems regarding cadre and pay of the both male and female teachers will be decided by the National Committee to be constituted for the purpose;

e) Religious education teacher should also be given short-term in-service training in child psychology and methods of teaching by Provincial Education Departments and National Institute of Education should also make arrangements for this.

6. Evaluation strategies and instruments

a) The teacher will conduct monthly pre and post tests to evaluate the academic achievements;

b) Quarterly, half yearly and annual examinations will also be conducted under the supervision of a District Education officer on the pattern of formal schools;

c) Attendance and admission withdrawal registers will be verified for finding increase/decrease in the enrolment at the time of inspections.

Instruments of evaluation will include the following:

a) Pre and post tests;

b) Quarterly, half yearly and annual examinations;

c) Conversation (for assessing proficiency in speaking).

7. Interaction

Since mosque schools will be financed, controlled and supervised by the existing educational management, so the interaction of this project would be the same as of formal system. Allama Iqbal Open University which is already registering teachers for improvement of qualification will be more co-operative in opening its Information and Registration office at the District Headquarters of this under experiment district for registration and guidance of the teachers.

8. Linkage of formal schools with mosque schools

a) Mosque school will presently follow the curricula of formal schools with more insight in Islamic education and cultural knowledge;

b) Mosque school leaver will enjoy the advantage of admission in the terminal class of the formal school;

c) The out-going of both formal and mosque schools would equally share the chances of getting admission in the next higher class in middle or high schools.

9. Budget

The Federal Government will provide finances to meet the development expenditures where as the recurring expenditures will be borne by the Provincial Government.

PHILIPPINES

Improvement of the In-School-Off-School (IS-OSA) Project

1. Review of on-going project

The IS-OSA Project has been implemented on a pilot basis in eight schools of the Philippines with the following objectives:

a) search for feasible solutions to reduce cost of education;

b) focus on an alternative system of mass delivery of basic education to all children both in the urban and rural areas;

c) make education more relevant to the needs of the community.

The following conditions have been met in these pilot schools:

a) restructuring the class organization - 80 pupils per class, Grades IV-VI. Forty (Group A) report for in-school first week. Forty (Group B) undertake off-school work, then alternate under one teacher;

b) reorientation of the curriculum - Formal structure is academic centred with emphasis on reading, writing, speaking, listening, computational and process skills. The off-school approach is non-formal, makes optimum use of community resources. The informal structure develops among learners the skill to learn by himself. Use the Self-Learning Kits (SLK);

c) linking the non-formal structure with the formal structure makes learning more meaningful. Children participate in community development activities while they learn;

d) evaluation of existing projects for the purpose of revision and modification to conform with the original plan.

It is necessary at this point to undertake the following steps:

i) Study the budget to determine cost benefit;

ii) Determine the extent of community participation;

iii) Determine attitude of teachers, parents and people of the community towards the project.

2. Establishment of proposed projects

a) There is a need to spell out the objectives of the project by considering further the concept of universalization of education with reference to deprived groups in terms of socio-economic, cultural and political context:

i) further solution to reduced cost;

ii) conduct the experiment in depressed, deprived and under-developed, typically rural in school communities;

iii) need of in-depth study of the quality of educational services.

b) Utilize the same formal structure in a school with increased enrolment, with no additional teachers and expand laterally, Grades V-VI, then Grades III, II and I.

c) Organize the project using the same personnel in the school and define responsibilities of:

i) project director;

ii) new roles of teachers;

iii) subject specialists; and

iv) typists and illustrators.

d) Organize a team of SLK writers since the success of the project will depend on the SLK.

e) Prepare a budget for each sub-pilot centre of determine cost.

f) Secure an inventory of all resources of the community which will be useful for non-formal education.

g) After all conditions like structures, methodology, personnel, budget, have been met, secure community acceptance and involvement.

h) Continue evaluating the project in terms of:

i) personnel performance;

ii) effectiveness of structure;

iii) management efficiency;

iv) environmental analysis; and

v) use of available resources.

3. Final evaluation

The final cost of each of the twelve (12) projects has to be analysed to answer the following questions:

a) Taking all cost factors into account, does the IS-OSA scheme cost significantly less than the traditional system?

b) Can more learners be accommodated in the IS-OSA scheme than the traditional system with the same cost?

Evaluate the effectiveness of the project in terms of:

a) delivery system;

b) achievement of pupils;

c) general attitude of teachers;

d) general attitude of parents; and

e) extent of use of community resources.

Evaluate important factors in the traditional system against the IS-OSA system:

a) pupil accomplishment and learning outcomes.

Check conclusion against hypothesis.

4. Extension of project

If the project solves the problem of delivering basic education with the least cost but bringing up the standard of education and increase better understanding of community needs, then adopt the project on a national scale.

SINGAPORE

Project : Basic Course - Junior Trainee School

The following suggestions based on the guidelines developed by the meeting are presented to make improvements to the existing national project. The views expressed are personal and not necessarily those of the Ministry of Education, Singapore.

1. Basic Course objective

The objective of the Basic Course is to provide an educational opportunity for those academically less inclined pupils who are unable to benefit from the Standard Course. This objective is reiterated.

2. Basic Course curriculum and duration

In the light of the Guidelines on Planning with reference to the needs of the individual and the community, the following suggestion is put forward for consideration. The Basic Course is a 4-year educational programme (Basic 1 to Basic 4). There is no provision for retention as in the Standard Course Pupils will progress at their own pace. Since Basic 4 pupils are placed in the Junior Trainee Scheme during the course of the year (B4) many of the pupils will not be able to complete the B4 programme. The B4 curriculum has two additional components as compared with that of B3, namely, Domestic Science (girls) and Workshop Practice (boys). In order that the pupils placed by JTS have the benefit of exposure in these subjects, it is suggested that these two components may be included or (integrated) into the B3 curriculum. However, this suggestion has two implications (i) Domestic Science facilities and staffing and (ii) Workshop Practice facilities and staffing. In terms of age requirements and suitability of the two components for this level, it should be noted that the age equivalent (13+) is that of pupils in secondary one level of the academic stream.

3. Junior Trainee Scheme

In the light of the guidelines on linkage between the formal and non-formal structures, a link has been established between the Basic Course (formal) and the Junior Trainee Scheme (non-formal).

Under the JTS, skill development schemes, as a structure alternative to more job emplacements are now being introduced to the Junior trainees to enhance their social and economic status. As a next phase of development of the JTS, other possible linkages between structures to further promote the concepts of universalization of education would be considered.

a) Linkage between the non-formal structure of JTS and the formal structure of the standard course

On completion of the JTS at the age of 18 (and after the National Service for the male junior trainees) the junior trainees may be considered for re-entry into the standard formal programme. The programme at secondary 1 level can be conducted in the evenings by the Adult Edu-

cation Board (AEB) for the junior trainees. (The formal secondary education programmes - Secondary 1-4 levels are presently being conducted by AEB for working adults).

The object of re-entry is to provide the opportunities for those junior trainees who wish to develop themselves further in the formal general education.

Such a provision of linkage may strengthen the interest of the junior trainees in the Extension Education Programme presently conducted for them.

b) Further development of basic skills acquired by junior trainees

Presently junior trainees acquire their basic skills while on performing on-the-job training in the industries. Alternatively, others may be sponsored by firms to follow skill development courses at the Vocational Institutes of the Industrial Training Board. The programme at these institutes are conducted on a block-release basis or on a day-release basis.

The level of skill training attained by junior trainees in many skill areas is close to the National Trade Certificate 3 (semi-skilled level). Because of this attainment by the JTS trainees, regulations such as age and basic entry qualification etc. could be relaxed to permit junior trainees to participate in skill development programmes at the Vocational Institutes. An avenue will then be open for the junior trainees to achieve higher level of skills.

SRI LANKA

The Adult Education Project

In the light of the discussion and guidelines developed at the working group meeting, it is suggested that the Adult Education Project now in operation catering to unemployed youth who have left the secondary school system be expanded to include all those who have left the school prematurely. This is expected to conform to the concept of universalization of education spelt out at this meeting with special thrust on the disadvantaged groups of the country. The programme will enable them to acquire functional literacy and develop vocational/technical skills

which would help them towards self-employment.

1. Utilization of resources

The following resources will be harnessed to realize this:

a) physical and human resources available in the formal system;

b) personnel from government departments and agencies, welfare organizations in the community; and

c) funds from internal as well as external sources.

2. Management of Project

To ensure effective management of the project, the following steps have been taken:

a) Appointment of Adult Education Officers to every electorate to carry out suitable programmes.

b) Appointment and use of the following committees:

i) Management committee comprising of the member of Parliament of the area, Assistant Government Agent, Circuit Education Officer, Rural Development Officer and Adult Education Officer to initiate programmes;

ii) Advisory committee comprising a Member of the Parliament, Assistant Government Agent and other state officers to assist the Adult Education Officer to draw up programmes and get the co-operation of suitable persons to conduct programmes;

iii) Assistance committee comprising of suitable members of the community with the member of Parliament as Chairman to assist in the selection of participants and in the provision of other requirements.

There is lack of co-ordination among the above committees and it is suggested that in order to enable the different personnel in the programme to move towards desired goals, a steering committee comprising representatives of the above committees should be appointed.

3. Curriculum

It is suggested that the curricula now in operation for the adult education programme should be revised in order to make them need based. This could be done by conducting need surveys in the areas of operation so that the disadvantaged groups which are in mind could be adequately catered to.

It is suggested that instructional methodology should be of a work-oriented nature so that specific skills could be imparted.

4. Implementation strategies

Since the principal drawback in the Adult Education Project is the difficulty of getting participants to the centres, the following steps should be taken:

a) Premature school leavers could be sustained in the programme by enabling them to seek entry to the formal system. A basic course should be provided for them after normal school hours;

b) The economic reason preventing their participation in the programme could be countered by making provisions for them to acquire certain skills which will enable them to earn while they work; and

c) Another method of drawing and retaining participants in the programme is by making the time, place and duration of the programme convenient to the participants. This could be in the form of evening classes, night schools and week-end classes.

5. Training of instructors

a) A programme of orientation should be launched giving emphasis to the functional aspects rather than theoretical aspects; and

b) Intermittent training should be given through workshops, seminars etc.

6. Incentives to the instructors

Payment of stipends, granting of scholarships and attachments could be suitable incentives.

7. Evaluation and follow-up work

The evaluation techniques so far followed in the on-going projects do not provide adequate results to determine whether the objectives have been attained. The progress reports compared with advance monthly programmes reveal only the number of participants, the number of sessions held etc. It is suggested that a more elaborate evaluation technique utilizing questionnaires should be developed to conduct pre-tests and post-tests.

THAILAND

Area Vocational Centres

This project, at its planning stage, is intended to provide vocational education with emphasis on practical skills training to enable all community members to acquire functional competence and the secondary school students to receive training in skills for which they would earn academic credits.

The project design has been reviewed in the light of the guidelines developed out of the country experiences shared by participants of this meeting. The following may be considered as tentative suggestions:

1. Planning

Under the guideline of "identifying the relevant existing alternative structures", a specific notion needs to be directed at the existing mobile trade units (MTU). These units, launched quite sometime back by the Department of Vocational Education, operate from community to community to provide skills training to all age groups. The demands for out-of-school skills training have increased overwhelmingly which led to the planned establishment of AVCs. The MTU should be integrated with the AVC project so as to make the services accessible to as large a population as possible.

Plan of Data System is necessary for the successful management of the AVCs. The data should, inter alia, include the following:

i) Base data - consists of community census on needs, socio-economic conditions, occupations and the like - for formulating AVC specific local policies and for planning the content of the annual curriculum;

ii) Evaluation data - consists of statistics on enrolment, retention, completion, drop-outs, etc. - for appraisal of the programme.

It is desirable that a unit of the AVC takes responsibility for full utilization of the mass media for the promotion of AVC programme, including production and broadcast of programme in relevant skill areas. Co-ordinating body consisting of representatives of the AVC, community and local administration will be needed. This body will guide the management of the centre in such a way that the optimum utilization of resources is achieved.

2. Implementation

In addition to the normal functions, the AVC should also serve as co-ordinator of other on-going out-of-school programmes offered by other agencies. The following activities may be undertaken:

a) preparing the list of schedule, duration and location of their sessions;

b) applying the data input on various statistics concerning the programmes organized by other agencies;

c) organizing periodic meetings of the administrators of various agencies to co-ordinate their programmes and made the services more meaningful; and

d) circulating AVC schedules and course offered by AVC and other agencies.

Since AVC offers a variety of programmes, it is necessary to set up a system to compile and classify data and materials by types and levels by:

a) establishing coding systems for easy and quick identification;

b) establishing format for cumulative statistics;

c) processing necessary statistics on an annual or semi-annual basis.

3. Evaluation

For a new project like AVC, continuous evaluation would be beneficial. It is suggested that evaluation should involve and cover:

a) teaching staff - to invite new ideas and ways to improve the design and content of the curriculum and teaching-learning techniques;

b) learners - to survey their needs, interests, satisfaction and recommendation for the AVC programme;

c) community members - to review their attitudes towards acceptance of and demands for the AVC programmes.

CHAPTER V

SUMMARY AND CONCLUSION

Participants from 14 countries in the region met to explore alternative structures linking formal and non-formal education with emphasis on universalization of education. Experiences generated by 11 projects in the participants' countries were discussed. Following the discussions, the participants considered further action in their countries for evaluation, extension and renewal of the projects.

Main findings and important suggestions presented in the report are briefly summarized on in this section.

Concept of universalization of education

The concept of universalization of education was found to vary from country to country, depending on the conditions, needs, experiences and educational policies. However, it is possible to classify the concept under two broad categories. One: in Afghanistan, India, Indonesia, Nepal and Pakistan, universalization of education is viewed as the provision of education to the mass of people at the primary education level. This is being undertaken through both formal and non-formal means. The concern for the eradication of illiteracy is matched by interest in making education relevant to peoples' aspiration for a more just and productive society. Two: in other countries such as Republic of Korea, Malaysia, Philippines, Singapore, Sri Lanka and Thailand, where education for some years is universal, or nearly so, universalization encompasses its extension to a part of the second stage of education.

Universalization is treated as an aspect of equalization of educational opportunities and democratization of society. The emphasis, and therefore, implementation strategies, in respect of the latter broad goals vary from country to country. Examples are: (i) Opportunity to receive education at lower levels in any national language - Singapore covers, under equalization, its policy of creating opportunities for education in the four official

languages of the country, namely, Chinese, Malay, Tamil and English; (ii) Making up the existing disparities in access to education - Malaysia is extending the provision of nine years of education (6+ to 14+) for all pupils who want it on the one hand, and expansion of upper secondary education for the lower income and disadvantaged groups in the rural areas; and (iii) Creation of alternative structures and modes of education to take into account individual, social and spatial variations and variables - Thailand treats expansion of non-formal education for providing equal educational opportunities to all people, and at all levels, through formal as well as non-formal modes, as the cornerstone of its policy on equalization.

Type of problems being tackled through projects linking formal and non-formal education

The primary problem in some countries is high rate of illiteracy. In others, this problem does not exist or is not serious. Rural-urban imbalance is another problem in all countries except Singapore. The third problem is premature school leavers/drop-outs, which is considered serious everywhere except in Singapore.

Fast increasing enrolment, creating the problem of shortage of teachers, is likewise common, except in Singapore. In Afghanistan and Nepal, teachers of general subjects are in short supply; in some other countries like India, Indonesia, Sri Lanka and Thailand where educational programmes are geared to community needs, there is lack of personnel with vocational skills.

All countries lack facilities, though there are large differences regarding the types and extent of facilities needed.

A problem which has particularly led to the expansion of non-formal education is that of educated unemployed. This has been regarded quite seriously in Sri Lanka and is receiving increased attention in India, Philippines and Thailand. Last but not least is the inadequacy of the curriculum to meet the needs of children in rural areas. Except Singapore, all participating countries are facing this problem in spite of sustained efforts being made to develop the curriculum relevant to the needs and problems of the community.

Alternative structures and management of programmes

In India, a massive programme of part-time non-formal education through need-based curriculum has been introduced. Thailand and the Philippines have extended the role of the formal school through the establishment of learning posts" and the adoption of self-learning modules . A community-oriented programme based upon the experience of a pilot project has been launched in Nepal. In Pakistan, a programme for utilization of mosques for holding non-formal classes has been planned.

Alternative structures linking formal and non-formal education activities, presented at the Meeting, are: (a) area vocational centres (Thailand); (b) school equivalency programme (Thailand); (c) the community secondary school (Thailand); (d) adult education centre programme (Sri Lanka); (e) correspondence courses (India); (f) use of a variety of distance learning techniques (Malaysia, Sri Lanka, India, Republic of Korea, Afghanistan, Pakistan and Philippines); and (g) skills training for students to earn while learning (Nepal).

In most countries, education and other agencies have the responsibility to develop appropriate alternative structures and carry out the educational programmes. For example, in Singapore, agencies co-operating in the programme are private and public sectors of industries, the Adult Education Board and the Tripartite Advisory Council. In Thailand, the Ministry of Education, Ministry of Interior, Ministry of Agriculture and Co-operative and Ministry of Industry co-operatively develop alternative structures.

Problems countered in executing the programmes

Shortage of funding is one of the most important problems in most countries. Equally important is the problem of proper training of teachers and other personnel involved in the programmes. Other impediments are: inadequate curriculum materials; resistance to change to new concepts and methods; lack of co-ordination among Ministries and Departments; difficulty in extending pilot project and its integration within the existing educational system; economic constraints impeding attendance in the programmes; inability to provide access to non-formal vocational and community work programmes; unbalanced opportunity for distant learning programme; and difficulty in integrating mass media programme with school programme.

Strategies and methods of evaluation

Most countries regard evaluation an integral part of the programme and have employed various methods of evaluation. These are: pre- and post-tests; tests and examinations of various sorts; school reports to record pupil progress; questionnaires of a proforma type; personal visitations and interviews; self-evaluation kits; discussions at seminars and meetings; assessment of curriculum materials and textbooks; records of attendance; and observation technique.

Guidelines and recommendations for improving current practices

The guidelines were prepared. For planning, it is suggested that consideration should be given to such important elements as the objectives of the programme for universalization of education; the individual and community needs; the areas where alternative structures are needed; the nature of the existing structures; the linkages between school and community; the channels between formal and non-formal structure; all available data for devising methods and management techniques; training and orientation to the teachers and other personnel; development of the curriculum and the production of curriculum materials; and the cost effectiveness of the programmes.

For designing and developing the programmes, it is recommended that the criteria of evaluating the alternative structure should be viewed in two ways: (a) in relationship to its environment; and (b) as a complex operating entity particularly aiming at linkage of formal and non-formal education. The second criterion covers, inter alia, the legitimacy of the structure, management, planning, products and service outcomes.

Information gathered from the deliberations of the meeting particularly on self-review of the projects have provided a host of new ideas and practices based on the concrete action plans of the participating countries for improving their existing programmes. Some of them are as follows:

i) Establishment of well co-ordinated structures in the provinces, districts and communities for facilitating free flow of communication among the various levels of organizational structures and promoting effective use of local resources;

ii) Improving evaluation of the programmes by covering such aspects as linkages between formal and non-formal education, inter-relationship with other agencies and supervision and monitoring of the programmes;

iii) Development of special plans for training manpower resources needed for non-formal education programmes;

iv) Designing new approaches to training of staff, involving on-the-job training, supplemented by routine consultation, workshops, lectures and self-education;

v) Establishing projects or extending existing efforts to promote status of non-formal education such as through School Equivalency Project;

vi) Extension and improvement of distance learning projects, including correspondence education, by improving management at all levels, including school level; systematic development of the programme materials, supply of sufficient TV and radio sets and other AVA equipment; improving utilization through such measures as setting up committees at state and school levels to co-ordinate the work; reviewing evaluation; and ensuring broad-based participation of educational personnel such as curriculum developers, teacher trainers, researchers and evaluators in all aspects of formal and non-formal education programme planning and evaluation;

vii) Use of religious institutions and their staff, parents and community workers in education of children, in conjunction with schools;

viii) Establishing linkages between general and vocational educational structures and programmes.

ANNEXES

i) Agenda

ii) List of Participants

ANNEX I

AGENDA

1. Opening of the Meeting.

2. Consideration of the Agenda and the Schedule of Activities.

3. Review of experiences of participants' countries; preparation of draft revision of projects, and draft synthesis of experiences.

4. Review of other relevant experiences and recommendations; and finalization of synthesis of experiences.

5. Preparation of guidelines for designing and renewing projects and programmes; finalization of revision of projects; and development of draft review of existing projects or elements of new projects.

6. Consideration and adoption of the Report of the Meeting.

7. Closing of the Meeting.

ANNEX II

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